DOCUMENT RESUME

ED 116 249 CS 501 192

TITLE	Non-Graded Mini Courses Grades 10, 11, 12.
INSTITUTION	Charleroi Area Junior-Senior High School, Pa.
PUB DATE	75
NOTE	97p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Communication (Thought Transfer); Composition (Literary); *Curriculum Guides; *Language Arts; *Literature Appreciation; *Nongraded Classes; Secondary Education; *Short Courses; Speaking; Theater Arts

ABSTRACT

The courses presented in this curriculum guide have been developed according to the premises that reading should be approached humanistically and that speaking and writing should emphasize the understanding of processes and the developing of skills for oral and written communication. Every tenth grade student must take a basic communication course, and every student must select at least four minicourses (nine weeks) each year but may elect as many additional minicourses as scheduling allows. Each minicourse in the guide outlines a general goal, specific objectives, course content, the learning experience, evaluative criteria, and a bibliography. There are 20 literature, 5 speaking, 5 theatre, and 7 writing minicourses. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED116249

CHARLEROI AREA SENIOR HIGH SCHOOL

COMMUNICATION DEPARTMENT

COURSES OF STUDY

NON-GRADED MINI COURSES

GRADES 10, 11, 12

Charleroi, Pennsylvania

BEST AVAILABLE COPY

CS 501 182

RATIONALE

For a student to be a functioning member in society and a worthy citizen in his community, state and country he needs to be able to communicate effectively. The foundation of all his learning is dependent upon his understanding and his use of the communicative processes.

Communication is the process of acquiring and conveying meaning. It encompasses both oracy - speaking and listening- and literacy - reading and writing. It is our premise that reading should be approached humanistically. Speaking and writing should emphasize the understanding of processes and the developing of skills for oral and written communication. Listening, both the critical and the non-evaluative, should be experienced in varied settings.

Through courses which are oriented toward speaking, listening, reading and writing, the Communication Department seeks to provide each student with opportunity to discover himself, to assess the world in which he lives and to use effectively the tools of communication in order to prepare him for life.

Thelma Caruso, Chairman
Communication Department

Basic Information

I. Every student will select at least four mini courses (9 weeks) each year.

II. The student may elect as many additional mini courses as his schedule will allow.

III. Every tenth grade student will be required to take Basic Communication.

A. #43 Basic Oral Communication (9 weeks)
B. A choice of one of the following basic written communication courses:
   1. #34 Writing for Life (9 weeks)
   2. #35 Remedial Writing (9 weeks)
   3. #36 Composition I (9 weeks)

TABLE OF CONTENTS

Literature

COURSE NO.

14 American Drama and Poetry
20 American Heroes
10 American Literature I (Puritan)
11 American Literature II (Modern)
16 American Short Story
23 Bible As Literature
24 Black Literature
1 British Literature I (Early)
19 Contemporary Novel
18 Contemporary Poetry and Prose
31 Mystery and Death Stories
27 Mythology
30 Reading Unlimited
32 Science Fiction and Supernatural
5 Shakespeare I
6 Shakespeare II
26 Social Protest Literature
8 World Literature I
9 World Literature II
33 Youth in Literature

Speaking

43 Basic Oral Communication (Speech)*
47 Debate and Parliamentary Procedure
46 Discussion and Persuasion
44 Interpersonal and Career Communication
50 Television and Radio Broadcasting

Theatre

52 Acting I
53 Acting II
49 Oral Interpretation
54 Theatre I
55 Theatre II

Writing

36 Composition I*
37 Composition II
40 Creative Writing
35 Remedial Writing*
38 Techniques for Writing the Research Paper
56 Vocabulary, Grammar and Testing Skills
34 Writing for Life*

*See requirement for Tenth Grade under Basic Information III.

#14 American Drama and Poetry

I. General Goal

The course will present a view of modern American dramatic literature and poetry.

II. Specific Objectives

A. The student will recognize that the action in a good play rises in growing intensity, poses a problem or conflict, and then resolves into a solution.

B. The student will recognize themes of social criticism.

C. The student will inquire into the types of satire from light comedy to the more profound and complicated satire.

D. The student will experience a wide range of modern American poetry and he will identify modern American poets.

E. The student will compare the modern form of poetry with the traditional form.

F. The student will determine the mood and emotional aspects of the poetry.

G. The student will describe what the poet says to him about life and living.

III. Content

A. Literature of the Course

1. Drama
   a. "Our Town" - Wilder
   b. "The Glass Menagerie" - Williams
   c. "Beyond the Horizon" - O'Neill
   d. "Skin of Our Teeth" - Wilder
   e. "The Sandbox" - Albee

2. Poetry
   a. Walt Whitman
   b. Emily Dickinson
   c. Edward Arlington Robinson
   d. Stephen Crane
   e. Robert Frost
   f. Edgar Lee Masters
   g. Eleanor Wylie
   h. Stephen Vincent Benet
   i. Sara Teasdale
   j. James Weldon Johnson
   k. Carl Sandburg
   l. Edna St. Vincent Millay
   m. E. E. Cummings
   n. W. H. Auden
   o. Archibald MacLeish

B. Points of Emphasis
   1. Themes
   2. Irony
   3. Characterization
   4. Satire
   5. Tone
   6. Relevance
   7. Form in poetry
      a. Symbolism
      b. Figurative language
      c. Compression
      d. Irony

IV. Learning Experiences
   A. The student will read and discuss the literature of the course.
   B. The student will plan and participate in presentations of poetry of his choice.
      1. Reader's Theater
      2. Illustration
      3. Music with comparative themes
      4. Dramatization
   C. The student will respond to inductive questioning.
      1. The student will respond to questions which will lead to his recognition of satire as a vehicle of social criticism.
      2. The student will respond to questions which will lead to an understanding of theme, characterization, conflict, and setting in certain selected plays.
      3. The student will respond to questions which will lead to an understanding of the subject of each poem, the author's attitude toward it, how each poem sounds when read aloud, the relation of sound to tone and the meaning of tone.
      4. The student will respond to questions which will lead to an awareness of symbolism, figurative language, compression, and irony.

V. Evaluative Criteria
   1. The student will plan and present a program of poetry or cuttings from the plays.
   2. The student will prepare an individual study such as a collection of poems, original poetry, illustrations.
   3. The student will participate in a panel discussion which will demonstrate his awareness of theme, conflict, and characterization.
   4. The student will take an essay test which will demonstrate his ability to write an essay of comparison and contrast.
   5. The student will write a character study.

VI. Bibliography

Cottrell, Josephs, Slack and Steinberg, Insight;American Literature. New York: Noble and Noble, 1969.

_____ Insight; The Modern Quest for Identity. New York: Noble and Noble, 1969.

Fuller and Kinnick. Adventures in American Literature. New York: Harcourt, Brace and World, Inc., 1963.

Famous American Plays of the 1940's. New York: Laurel: Dell Publishing

#20 American Heroes

I. General Goals

A. The student will develop a concept of the hero, with emphasis on the American hero.

B. The student will recognize the need for the hero image in one's life.

II. Specific Objectives

A. The student will see heroes depicted through biography, autobiography, and plays.

B. The student will identify the internal and external life forces that influence people.

C. The student will identify the following specific factors in the lives of the heroes: heredity, environment, associates, and the times in which he lives.

D. The student will formulate his individual concept of the qualities that comprise a hero image.

III. Content

A. Points of Emphasis
1. The history of the writing of biography
   a. Subjective approach
   b. Objective approach

2. The reasons for studying biography
   a. Insights into personality
   b. Insights into vocations and avocations
   c. Insights into the times in which famous people lived
   d. Insights into character traits
   e. Insights into psychological make-up of the individual

3. The validity of the biography
   a. Point of view of the biographer
      (1) Prejudice
      (2) Reliability
   b. Thoroughness of research

4. The value of the biography to the reader.
   a. Moral value
   b. Social value
   c. Entertainment value

B. Resource Materials
1. Basic text: Introducing Biography - A. K. Ridout

2. Adventures in Modern Literature: Biography section - Robert Freier, Arnold Lazarus, Herbert Potell.

3. My Shadow Ran Fast - Bill Sands

4. Manchild in the Promised Land - Claude Brown

5. Profiles in Courage - John F. Kennedy

6. A Man for All Seasons - Robert Bolt

7. The Miracle Worker - William Gibson (Adventures in Appreciation)

8. Life With Father - Clarence Day, playwrights, H. Lindsay and R. Crouse (Adventures in Living)

9. Films and filmstrips
   a. Mark Twain - Background for His Works (Intermediate Unit I - CSC)

   b. Mark Twain Gives An Interview (Intermediate Unit I - CSC)

   c. John Fitzgerald Kennedy 1917 - 1963 (Intermediate Unit I - CSC)

   d. The John Glenn Story (Intermediate Unit I - CSC)

IV. Learning Experiences

A. The student will read and discuss the biographies.

B. The student will identify through comparison and contrast, specific qualities of the hero.

C. The student will recognize the varied influences that develop heroic qualities of the hero.

D. The student will create and compose a sketch showing his individual concept of a hero.

E. The student will discuss kinds of heroes.
1. Fleeting hero
2. Historical
3. Humanitarian
4. Sports
5. Entertainment
6. Political
7. Industrial
8. Personal

F. The student will identify heroic qualities through viewing of films, filmstrips, and by listening to recordings.

G. The student will prepare a short biography, using as a subject a person about whose heroic qualities he has first-hand knowledge. (could be autobiographical)

H. The student will prepare an oral report about his favorite recognized hero, current or past.

I. The student will prepare a written report using one of the available supplementary classroom materials.

J. The student will supplement his vocabulary skills by studying in context the significant words from the selections.

V. Evaluative Criteria

A. The student will participate in general classroom discussion.

B. The student will participate in panel discussions, followed by open forum.

C. The student will write a short original biography of a hero about whom he has first-hand knowledge.

D. The student will demonstrate his awareness of the hero concept through objective and essay-type tests.

E. The student will present an oral report about a recognized hero.

F. The student will be tested on vocabulary relative to the course.

VI. Bibliography

Bolt, Robert. A Man For All Seasons. New York: Random House, Inc., 1962.

Brown, Claude. Manchild In The Promised Land. New York: The New American Library, Inc., 1965.

Christ, Henry I. Short World Biographies. New York: Globe Book Co., Inc. 1973.

Freier, Robert; Lazarus, Arnold; and Potell, Herbert. Adventures In Modern Literature. New York: Harcourt, Brace and World, Inc., 1962.

Kennedy, John F. Profiles In Courage - New York: Harper and Row, 1964.

Loban, Walter and Olmstead, Rosalind. Adventures In Appreciation. New York: Harcourt, Brace and World, Inc., 1963.

Potell, Herbert and Clark, Esmer. Adventures In Living. New York: Harcourt, Brace and World, Inc., 1962.

Ridout, Albert K., Ed. Introducing Biography. New York: Charles Scribner's Sons, 1969.

Sands, Bill. My Shadow Ran Fast. New York: The New American Library, Inc.

#10 American Literature I (Puritan)

I. General Goal

The student will recognize the characteristics of Puritan society. He will identify basic Puritan attitudes and understand their influence on his own world.

II. Specific Goals

A. Through his reading, the student will recognize the characteristics of Puritan society:
   1. The relationship of Church and State
   2. Family life
   3. The lack of individual freedom

B. The student will identify certain Puritan attitudes:
   1. The nature of sin
   2. The importance of restraint
   3. The vital role of religion
   4. The concept of God
   5. The supernatural role

C. The student will understand the influence and effect of these attitudes upon modern American society.

D. The student will compare the role of the individual in society in Puritan and modern life.

III. Content

A. Literature of the course
   1. The Crucible - Miller
   2. The Scarlet Letter - Hawthorne
   3. The Day of Doom - Wigglesworth
   4. Young Goodman Brown - Hawthorne
   5. Ethan Frome - Wharton
   6. Selections of original Puritan writings
   7. The poetry of Robinson and Lowell

B. Points of Emphasis
   1. Puritan attitudes
   2. Characteristics of Puritan society
   3. The individual versus society
   4. The effects of sin and guilt
   5. The influence of Puritanism on modern society
   6. The use of specific literary genre as vehicles of social criticism

IV. Learning Experiences

A. The student will read all the literature of the course.
B. The student will participate in class discussions.
C. The student will investigate, through library research, selected aspects of Puritan life.
D. The student will participate in concert reading of the dramatic selection.
E. The student will write expository papers based on the literature of the course.
F. The student will analyze and criticize sample compositions.

V. Evaluative Criteria

A. Through class discussions, the student will demonstrate his understanding of Puritan attitudes.
B. The student will present an oral report on those characteristics of Puritan life he has learned about through his library research.
C. The student will participate in a panel discussion in which he will demonstrate his understanding of the Puritan influence in a specific phase of modern society.
D. The student will write a one-paragraph paper demonstrating his understanding of the relationship between a character's actions and his Puritan beliefs.
E. The student will write a multi-paragraph paper comparing two literary works from the course.
F. The student will relate certain goals of the course to the specific work of literature in essay tests at the completion of each unit.

VI. Bibliography

Josephs, Lois S.; Steinberg, Erwin R., eds. Insight: American Literature (case book) New York: Noble and Noble, Inc. 1968.

Wharton, Edith. Ethan Frome. New York: Charles Scribner's Sons, 1960.

#11 American Literature II (Modern)

I. General Goal

The student will recognize some of the universal concerns of man as modified by the particular culture of America.

II. Specific Goals

1. Through his reading the student will recognize the themes of "The Desire for Success,: "The Darker Spirit," and "The Modern Quest for Identity."
2. Through his writing the student will recognize the use of effective and appropriate language. Matters such as diction, denotation, and connotation will be stressed.
3. Through his writing the student will consider three concerns of writing: isolation and definition of subject, the effective use of language, and the consideration of the particular class of readers for whom the paper is intended.

III. Content

A. Literature of the Course

1. from The Autobiography Benjamin Franklin
2. from The Way to Wealth Benjamin Franklin
3. Fame and Fortune Horatio Alger
4. "The 7,000,000 Bank Note" Samuel Clemens
5. "Champion" Ring Lardner
6. "The Egg" Sherwood Anderson
7. "The Standard of Living" Dorothy Parker
8. "Mr. Skidmore's Gift" Oliver La Farge
9. "The Pot of Gold" John Cheever
10. from "Spoon River Anthology" Edgar Lee Masters
11. "Three Fables" James Thurber
12. "The Hour of Letdown" E. B. White
13. "The Cask of Amontillado" Edgar Allan Poe
14. "Ulalume" Edgar Allan Poe
15. "The City in the Sea" Edgar Allan Poe
16. "Indian Camp" Ernest Hemingway
17. Moby Dick Herman Melville
18. "Margrave" Robinson Jeffers
19. "Silent Snow, Secret Snow" Conrad Aiken
20. "The Lost Phoebe" Theodore Dreiser
21. "A Rose for Emily" William Faulkner
22. "Acquainted with the Night" Robert Frost
23. "Here Lies a Lady" and "Janet Waking" John Crowe Ransom
24. "Horror Movie" Howard Moss
25. The Red Badge of Courage Stephen Crane
26. "Cyclists Raid" Frank Rooney
27. "A Secret Society" Howard Nemerov
28. "Birches" Robert Frost
    "To Earthward"
    "The Road Not Taken"
    "The Star-splitter"

29. "Counting the Mad" Donald Justice
30. "The Rich Boy" F. Scott Fitzgerald
31. "Daisy Miller" Henry James

B. Points of Emphasis

1. The American tendency to equate financial success with happiness and the good life
2. Explicit criticism of the American desire for success as it tends to become exaggerated and thus destructive
3. The darker view of man's relation with his inner and outer world as reflected in American literature
4. The American's search for individual identity
5. The application of such terms as theme, conflict, character, irony, satire and relevance
6. The practice of expository skills in writing and thinking

IV. Learning Experiences

A. The student will read all the literature of the course.
B. The student will participate in class discussions by responding to inductive questions.
C. The student will write expository papers based on the literature of the course.
D. The student will increase his knowledge of satire and irony.

V. Evaluative Criteria

A. The student will participate in a panel discussion which will demonstrate his awareness of theme, conflict, character, irony, satire, and relevance.
B. The student will take an essay test.
C. The student will write a paper of comparison of characters.
D. The student will write a paper of comparison demonstrating his knowledge of irony.
E. The student will write a short fable in which he uses unreal, imaginative details and situations which produce a judgment of his own about some aspect of life.

VI. Bibliography

Cottrell, Josephs, Slack and Steinberg; The Desire for Success and The Darker Spirit. New York: Noble and Noble, 1969.
Cottrell, Josephs, Slack and Steinberg, The Modern Quest for Identity. New York: Noble and Noble, 1969.
Fuller and Achtenhagen, ed. Four American Novels. New York: Harcourt, Brace and World, Inc., 1959

#16 American Short Story

I. General Goal

This course aims to help the student develop a more discerning appreciation of the American short story from Colonial to modern times.

II. Specific Objectives

A. The student will state the formula for any plot in a short story when asked to do so by the teacher. The formula shall be stated as: character leads to problem, leads to complications, leads to climax, leads to solution.

B. The student will identify any problem in a short story when asked to do so by the instructor. The problem shall revolve around the main character or characters and may be discernible by identifying whether the struggle is between man and society, man and nature, man and man, or man and himself.

C. The student will state instances of foreshadowing, irony, symbols, tone, theme and point of view.

D. The student will identify writers of the American short story.

III. Content

A. Literature of the Course

1. Hawthorne - "Dr. Heidegger's Experiment"
2. Irving - "The Devil and Tom Walker"
3. Poe - "The Pit and the Pendulum"
4. Harte - "The Outcasts of Poker Flat"
5. Twain - "Sam Squares His Long Account with His Boss"
6. Jewett - "The White Heron
7. Garland - "Under the Lion's Paw"
8. London - "To Build a Fire"
9. Crane - "The Bride Comes to Yellow Sky"
10. O. Henry - "The Cop and the Anthem"
11. Connell - "Most Dangerous Game"
12. Hemingway - "Old Man at the Bridge"
13. Steinbeck - "Flight"
14. Thurber - "The Secret Life of Walter Mitty"
15. Benet - "The Devil and Daniel Webster"
16. Stegner - "The Wolfer"
17. Lewis - "Travel Is So Broadening"
18. Clark - "The Portable Phonograph"
19. Faulkner - "Two Soldiers
20. Jackson - "The Lottery"
21. Richter - "The Iron Lady"
22. Keyes - "Flowers for Algernon"
23. Updike - "A and P"
24. Thomas - "Patricia, Edith, and Arnold"
25. Malamud - "The Prison"
26. Bellow - "A Father to Be"
27. Porter - "Maria Concepcion"
28. Moffett - "The Suicides of Private Greaves"
29. Welty - "Powerhouse"
30. Melville - "Bartleby the Scrivener"

B. Points of Emphasis
   1. Struggle
   2. Foreshadowing
   3. Irony
   4. Symbols
   5. Tone
   6. Theme
   7. Point of view
   8. Characterization
C. Filmstrips

IV. Learning Experiences

A. The student will read the assigned short stories
B. The students will discuss the short stories
   1. The students will determine the point of view
   2. The student will recognize examples of forshadowing and irony
   3. The student will demonstrate an awareness of tone and symbols
   4. The student will distinguish and evaluate themes of stories
   5. The student will dramatize a short story
   6. The student will determine how the author has developed character
C. The student will demonstrate knowledge of the film strips

V. Evaluative Criteria

A. Short reading tests
B. Panel discussions
C. Paper - changing the point of view of a short story of the pupils' choice
D. Paper - examples of irony in the pupils' lives

VI. Bibliography

Derrick, Sokram and Spiegler. Adventures for Americans. New York: Harcourt, Brace, and World, 1962.

Fuller and Kinnick. Adventures in American Literature. New York: Harcourt, Brace and World, 1963.

Melville. Bartleby the Scrivener. Logan, Iowa: The Perfection Form Company.

Moffett and McElheny. Points of View. New York: New American Library, Signet Classic, 1966.

#23 BIBLE AS LITERATURE

I. General Goals

A. The students will discover the major themes of the three major religions of the Western world - Judaism, Christianity, and Islam.
B. In these religious writings, the student will recognize the universal philosophic issues that are involved in all human experiences.
C. The student will identify the close association the material in this course has with all secular literary works, particularly allusions, motifs, and themes.

II. Specific Objectives

A. The student will describe the form and content of the various assigned readings from the course and will demonstrate an understanding of how form and content generate meaning.
B. The student will compare the various interpretive approaches to the reading of the religious literature.
C. The student will identify the similarities and differences between the Hebrew Bible, the rabbinic writings, the New Testament, and the Koran.
D. The student will identify the historical interrelationships of the religious literature.
E. The student will recognize that the writings of Judaism, Christianity, and Islam have influenced the formation of cultures within these religions.
F. Through the stories of Cain and Abel, Job, Paul and others in these religious writings, the student will identify the universal philosophic issues that are involved in all human experiences.
G. Given the proper criteria for identifying literary styles and terms such as poetry, allusions, narrative, motif, the student will classify Biblical passages according to their proper literary categories.
H. The student will identify the influence that religious literature has had on the forms, styles, contents, and themes found in American, English, and World Literature.
I. The students will identify, compare and contrast ideas, concepts, and themes from the course readings.

III. Content

A. Literature of the Course

1. The basic text: Religious Literature of the West
2. The King James Version of the Bible will also be used for selected portions.
3. For research: One copy for students - one copy for teacher for resource material.
   a. Asimov's Guide to the Bible, I: The Old Testament
   b. Isaac Asimov's Guide to the Bible, II: The New Testament

4. Recordings
   a. The Living Bible - selections from the great books of the Old testament: Genesis, Exodus, Joshua, Judges, Ruth, Samuel, Kings, Daniel, Jeremiah, Psalms, Isaiah.
   b. Job - Herbert Marshall and Cast
   c. Favorite Passages From the New Testament by Alexander Scourby - Life and Teachings of Christ plus readings from Acts, Romans, Corinthians, Ephesians, Revelations.
5. Films and Filmstrips
   a. Sound Film - MP 3041 Part II Islam and Christianity
   b. Filmstrips - FS 305 Judaism
   c. Filmstrip - FS - Islam
6. Resource material for teacher use only
   a. On Teaching the Bible as Literature - Ackkermand and Hawley.
   b. Patriarchs and Prophets - a pamphlet containing writing ideas for the course.
   c. A copy of both books listed in Item B.

B. Points of Emphasis - The selections to be studied are taken from the entire text. The course will be divided into five basic units.

Unit One:

1. Introduction to the Course - (pp. 3-9)
2. "An Historical Sketch of Judaism, Christianity, and Islam" (Appendix - pp. 319-331) From the Hebrew Nomads of the Patriarchal Period through the Islamic Expansion.
3. "Israel Remembers Who She Is" and "The Emergence of the Kingdom" for research reports (pp. 43-59)

Unit Two:

1. "Israel Remember the Patriarchs and the Old Time Before Them." (pp. 49-84)
   a. Trace recurrent themes and motifs
   b. The Literary Quality of the Joseph Cycle

Unit Three:

1. Poems of Israel (pp. 91-96)
   a. Psalms - structure, types, and authorship
   b. "The Lore of Wisdom Grows in the Literature of Israel" (pp. 125-136) Vocabulary - metaphors

Unit Four:

1. Introduction: The First Two Centuries (pp. 147-156)
2. Outside Books Appear as Wisdom Literature - Apocryphal Writings (pp. 155-163)
3. "The Jewish Community Develops Codes and Commentaries for Living the Torah" - (pp. 169-189)
4. "The Christian Kerygma" - (pp. 197-202)
5. "The Sermon on the Mount" (pp. 216-218) style - structure

Unit Five:

1. A Brief Introduction to Muhammad and His World (pp. 243-249) Similarities and differences between Qur'an account of God and those in first two chapters of Genesis.
   a. "The Qur'an Describes the Birth and Significance of Jesus" (pp. 270-276)
   b. "The Prophet Recites Some of the Rules of Islam's Cultic Life" (pp. 282-286) resemblances between surahs and the biblical Psalms

IV. Learning Experiences

A. The student will get an overview of what the course will cover by viewing filmstrips and a sound film on the three basic religions of the West.
B. The student will read certain essential lessons from the text in a sequential order.
C. The student will participate orally each day through discussion generated by the reflection questions at the end of each section assigned.
D. The student will listen to recordings listed in Bibliography at appropriate times in the study of the Units.
E. The student will listen to research reports presented to class by assigned groups.
F. The students will participate in discussion of recurrent motifs, themes, similes and metaphors in the religious writings.
C. The student will be encouragec to find quotations and references from religious writings which are alluded to in secular literary works.
H. The student will look for literary allusion or references from religious writing in current cartoons, TV shows, magazines, movies, art, song lyrics, newspapers.

V. Evaluative Criteria

A. The student will write a composition which compares and contrasts the themes of the three major religions of the West - Judaism, Christianity, and Islam.
B. The student will select an important personage who embodies some of the universal philosophic issues for the subject of a multiparagraph character study.
C. The student will compile a notebook of quotations and references from religious writings which he has found in secular writings and visual media.

VI. Bibliography

Asimov, Isaac. Asimov's Guide to the Bible I: The Old Testament. New York: Doubleday and Company, 1968.

_____. Asimov's Guide to the Bible II: The New Testament. New York: Doubleday and Company, 1968.

Bible, King James Version

Whitney, John R. and Susan W. Howe. Religious Literature of the West. Augsburg, Minnesota: Augsburg Publishing House, 1968.

#24 BLACK LITERATURE

I. General Goal

The students will read important American Black selections and something about the people who have written them.

II. Specific Objectives

A. The student will identify the important Black writers of America.
B. The student will identify the basic causes of conflict.
C. The student will determine how each author handled conflict through theme, characterization, complication, climax, and solution.
D. The student will determine the specific image projected by a poet and then expand that image to personal interpretation.
E. The student will practice oral interpretation, avoiding sing-song reading and avoiding stopping at the end of a line except where punctuation signals a stop.

III. Content

A. Literature of the Course
1. Right On, Chambers and Moon, ed.
2. The Invisible Man - Ellison
3. Raisin in the Sun, Hansberry
4. Modern Black Stories - Mirer, ed.
5. Three Negro Classics - Washington, DuBois and Johnson

B. Points of Emphasis
1. Recognition of Themes
a. Oppression
b. Resistance
c. "Black Is Beautiful"
2. Group Memory Work in Poetry

IV. Learning Experiences

A. The student will identify the theme.
B. The student will determine whether the conflict is one common to all men or to Blacks alone.
C. The student will listen to records of spiritual and gospel songs.
D. The student will participate in concert readings, dramatizations and memory work.
E. The student will determine the specific image projected by a poet and progress to personal interpretation.
F. The student will determine the basic problems presented by the essay writers. The class will attempt to reach common agreement concerning the problem.

V. Evaluative Criteria

A. An open-book essay test
B. Oral interpretation of a favorite selection or cutting.

VI. Bibliography

Chambers, Bradford and Rebecca Moon. Right On. New York: Mentor, New American Library, 1970.

Educational Dimensions, Afro-Americans Speak for Themselves. (Filmstrip)

_____, The Poetic Voice of Black Experience. (Filmstrip)

Ellison, Ralph. The Invisible Man. New York: Mentor, New American Library.

Hansberry, Lorraine. Raisin in the Sun. New York: Signet, New American Library

Learning Arts, Negro Poetry for Young People. (Record)

Mirer, Martin. Modern Black Stories. Woodbury, N. Y.: Barron's Educational Series, 1971.

Washington, Booker T., William DuBois, and James Weldon Johnson. Three Negro Classics. New York: Avon Books, The Hearst Corporation, 1968.

#1 British Literature I (Early)

I. General Goal

The student will recognize the influence of social, political, religious and geographic elements on the literature and language of England from the years 449 to 1700.

II. Specific Objectives

A. The student will recognize that Anglo-Saxon literature, Medieval literature, Elizabethan literature and the literature of the Seventeenth Century was the outgrowth of the political, socio-economic, and religious mores of those times.
B. Through his reading, the student will recognize such forms as the tale, ballad, epic, essay, lyric poem and sonnet.
C. Through his reading, the student will recognize the growth in the English language.
D. Through his reading the student will become aware of five basic elements in poetry: tone, dramatic situation, imagery and metaphor, form and theme.
E. Through his reading the student will become aware of the various Biblical translations: Wycliff version, Tyndale version, and the Great Bible translation. He will be able to recognize the need for the King James version and be cognizant of its outgrowth of the Elizabethan Age.

III. Content

A. Literature of the course
    1. The Anglo-Saxon Period
    2. The Medieval Period
    3. The Elizabethan Age
        a. Edmund Spenser
        b. Christopher Marlowe
        c. Sir Walter Raleigh
        d. Ben Jonson
        e. Francis Bacon
        f. The King James Bible
    4. The Seventeenth Century
B. Audio Visual Aids
    1. Filmstrips
        An Audio Visual History of English Literature
        Geoffrey Chaucer: Poet and Pilgrim
        Great Britain: The Country and Its People
        How to Read and Understand Poetry
    2. Records
        Many Voices, Adventures in English Literature
        Songs from Shakespeare's Plays and Popular Songs of Shakespeare's Time
        A Thousand Years of English Pronunciation

IV. Learning Experiences

A. The student will outline the historical perspectives.
B. The student will read the assigned selections.
C. The student will participate in discussion of the assigned selections.
D. The student will view and discuss the filmstrips and recordings.
E. The student will compose a ballad and/or sonnet.

V. Evaluative Criteria

A. The student will take essay tests on material covered.
B. The student will write a number of character sketches.
C. The student will write a personal essay in the style of Sir Francis Bacon.
D. The student will write a critical analysis of certain selected poems emphasizing dramatic situation, imagery, tone and theme.
E. The student will write a paper of contrast with emphasis on openings and closings.

VI. Bibliography

A. Basic text

Priestly and Spear, (Laureate) ed. Adventures in English Literature. New York: Harcourt, Brace and World, 1963.

B. Teachers' guides

Priestly and Spear, ed. Adventures in English Literature. New York: Harcourt, Brace and World, 1963.

Slack, Robert C., ed. Insight: English Literature. New York: Noble and Noble, Publishers, Inc., 1968.

#19 CONTEMPORARY NOVEL

I. General Goal

The student will read novels which are currently influencing or reflecting our way of life. The students' impressions and reactions to these books will be shared through discussions and in the writing of themes.

II. Specific Objectives

A. The student will identify the theme of each novel.
B. The student will determine the conflict in each novel.
C. The class will evaluate the basic motivations of each important character to understand why the character behaves as he does.
D. The student will demonstrate his knowledge of characterization by writing a character study.
E. The student will evaluate the themes of several novels, comparing and contrasting them in a multi-paragraph essay.
F. The student will discuss his personal involvement with the theme of each novel.

III. Content

A. Literature of the Course
   1. Lord of the Flies - Golding
   2. Nobody Waved Goodbye - Haggard
   3. Siddhartha - Hesse
   4. The Chosen - Potok
   5. Clockwork Orange - Burgess
   6. Tell Me That You Love Me, Junie Moon - Kellog
   7. I Never Promised You a Rose Garden - Green
   8. The Touch - Daniel Keyes
   9. Cat's Cradle - Kurt Vonnegut, Jr.

B. Points of emphasis
   1. Theme
   2. Conflict
   3. Characterization
   4. Composition
      a. Character study
      b. Multi-paragraph essay of comparison and contrast
   5. Imagery
   6. Symbolism

IV. Learning Experiences

A. The student shall read the novels.
B. The student shall state the formula for the plot of the novel. The formula shall be stated as character leads to problem, leads to complications, leads to climax, leads to solution.
C. The student shall identify any problem in the novel. The problem shall revolve around the main character or characters and may be discernible by identifying whether the struggle is between man and society, man and nature, man and man, or man and himself.

D. The student shall identify in oral or written form the complications.
E. The student shall determine instances of foreshadowing and irony.
F. The students will attempt to reach common agreement concerning the problem.
G. The student will determine the tone of the novel.
H. The student will demonstrate through oral discussion an understanding of imagery and symbolism.

V. Evaluative Criteria

A. Symposium and panel discussions demonstrating a rational approach to the topic rather than an emotional one.
B. A character study demonstrating an awareness of the nuances of character and a competence in expository writing.
C. A multiparagraph essay of comparison and/or contrast demonstrating an awareness of the writers' skills in developing their themes.

VI. Bibliography

Burgess, Anthony. A Clockwork Orange. New York: Ballantine Books, 1962.

Crentive Visuals, Contemporary American Fiction.

_____, Symbolism in Literature.

Golding, William. Lord of the Flies. Logan, Iowa: Perfection Form Company.

Green, Hannah. I Never Promised You a Rose Garden. Logan, Iowa: Perfection Form Company.

Haggard, Elizabeth. Nobody Waved Goodbye. New York: National General, Bantam Pathfinder Editions, 1971.

Hesse, Herman. Siddhartha. New York: National General Co., Bantam Books, 1971.

Kellogg, Marjorie. Tell Me That You Love Me, Junie Moon. Logan, Iowa: Perfection Form Company, 1962.

Keyes, Daniel. The Touch. New York: A National General Company, Bantam Books, 1970.

Potok, Chaim. The Chosen. Logan, Iowa: Perfection Form Company.

Vonnegut, Curt. Cat's Cradle. Logan, Iowa: Perfection Form Company.

#18 Contemporary Poetry and Prose

I. General Goal

A. The student will discover in contemporary poetry the emotional aspects of the poetry and what and how the poets comment on life and living.
B. The emphasis will be on the students' experiencing the poetry through reading, listening, and writing.
C. The student will discover in contemporary readings ideas which will stimulate thoughts and discussion.

II. Specific Objectives

A. The student will experience a wide range of contemporary poetry and he will identify contemporary poets.
B. The student will experience the poetry through silent and/or oral reading and through listening.
C. The student will be encouraged to write and to read his own poetry.
D. The student will describe what the poem says about life and living
E. The student will recognize that personal development and social competence depend to a large degree on being articulate.
F. The student will be encouraged to approach a subject rationally rather than emotionally.
G. The student will be encouraged to sharpen his listening and perceiving skills.

III. Content

A. Literature of the Course
1. Basic Texts:
a. Some Haystacks Don't Even Have Any Needles - Dunning, Lueder, Smith.
b. Prose of Relevance #1 - Kenneth Weber
c. Prose of Relevance #2 - Kenneth Weber
2. Resource Materials
a. A Coney Island of the Mind - Ferlinghetti
b. Poetry of Relevance #1
c. Poetry of Relevance #2
d. Listen to the Warm - McKuen

B. Points of Emphasis
1. Theme
2. Relevance
3. Form
a. Symbolism
b. Personification
c. Image
d. Compression
e. Irony
4. Comparison of poems
5. How to read a poem
6. How to listen

7. How to perceive
8. How to speak and think logically when dealing with controversial subjects

IV. Learning Experiences

A. The student will experience the poem in one or all of the following ways:
   1. Reading silently
   2. Reading aloud
   3. Listening to poetry
B. The student will discuss what the poem has to say about life and living.
C. The student will discuss the emotional aspects of the poem.
D. The student will plan and participate in presentations of poetry of his choice.
   1. Reader's Theater
   2. Illustration
   3. Music
   4. Dramatization
E. The student will plan and participate in panel discussions, debates, and symposiums.
F. The student will conduct polls and surveys on various topics.

V. Evaluative Criteria

A. The student will plan and present a program of poetry.
B. The student will plan and present a multi-media project.
C. The student will compile an individual study, such as a collection of poems or original poetry.
D. The student will plan with others for a group discussion of a current topic.
E. The student will take a written test on the literature of the course.

VI. Bibliography

Dunning, Lueders and Smith, Some Haystacks Don't Even Have Any Needles. Glenview, Illinois: Scott, Foresman and Co., 1969.

Ferlinghetti, L. A Coney Island of the Mind. New York: New Directions Publishing Corporation, 1958.

Hogan, H., Poetry of Relevance #1 and #2, Toronto, Canada: Methuen Publications, 1970.

Weber, Kenneth, Prose of Relevance #1 and #2, Toronto, Canada: Methuen Publications, 1971.

#31 MYSTERY AND DEATH STORIES

I. General Goal

The student will be able to read old and new stories that deal with mystery and death. He will share his reading primarily through discussion and individual talks.

II. Specific Objective

A. The student will experience reading a wide range of stories of mystery and death.
B. The student will recognize this literature as a means of sublimating his aggressions.
C. The student will identify with the characters of mystery either by experiencing a realm of human predicaments or by living "dangerously" in a vicarious manner.
D. The student will develop his power of reasoning.
E. The student will identify the different types of mystery and death literature such as Classic Detective, Police Procedural, Situation Mystery, Gothic Mystery, Espionage, and Social Comment.
F. The student will demonstrate the ability to discuss openly situations of crisis, terror, danger, and death that exist in life and living.
G. The student will recognize the inevitability of death.
H. The student will identify plot, climax, tone, riony, characterization as it affects the plot and style.

III. Content

A. Literature of the Course
1. We Have Always Lived in the Castle - Shirley Jackson
2. The Crime-Solvers - Benedict Stewart, ed.
3. Death Bag - Alfred Hitchcock, ed.
4. Edges of Reality - Kneer, ed.
5. The Best of Fiends - Alfred Hitchcock
6. Death Watch - Robb White
7. The Other - Tryon
8. Three Plays About Crime and Criminals - Freedley
9. Short Stories
"The Most Dangerous Game" Adventures for Americans
"The Pit and the Pendulum" Adventures in Appreciation
"By the Waters of Babylon"

B. Points of Emphasis
1. Characterization
2. Plot
3. Climax
4. Unique situation
5. Authors
6. Style
7. Reasoning
8. Tone
9. Foreshadowing
10. Irony

IV. Learning Experiences

A. The student will read the course selections.
B. The student will plan and initiate his own mystery situation which he will present in class.
C. The student will dramatize a section of a mystery of his choice.
D. The student will discuss the various types of stories of mystery and death.
E. The student will listen to recordings of mystery stories and poetry on death.
F. The student will identify plot, tone, foreshadowing, irony, climax and style.
G. The student will evaluate the stories read and discern their relationship to current social problematic trends such as drugs, the Mafia, highjacking and anarchy.

V. Evaluative Criteria

A. The student will present his ideas concerning course selection to the class for evaluation and comment.
B. The student will plan and initiate his own mystery situation which he will present to the class for evaluation and comment.
C. The student will plan a talk concerning his favorite mystery author.
D. The student will identify the elements of foreshadowing, irony, climax, plot and tone in a selection that has not previously been dealt with in class.

VI. Bibliography

Benedict, Stewart, ed. The Crime Solver. New York: Dell Publishing Company.

Freedley, G., ed. Three Plays About Crime and Criminals. Jacksonville, Illinois: Perma-Bound.

Hitchcock, Alfred, ed. Death Bag. New York: Dell Publishing Company.

Jackson, Shirley. We Have Always Lived in a Castle. Jacksonville, Illinois: E & R Development.

Kneer, Leo B., ed. Edges of Reality. Illinois: Scott Foresman & Company.

Derrick, Schram, Spiegler. Adventures for Americans. New York: Harcourt, Brace and World, Inc.

Loban, Walter and Olmstead, Rosalind A. Adventures in Appreciation New York: Harcourt, Brace and World, Inc.

#27 MYTHOLOGY

I. General Goal

A. The student will search through the myths of antiquity, religion, and modern literature to become aware that myths are the vehicle of communication between fact and fiction, between the past and the present.
B. The student will structure his search for an ideal through his investigation of the myths of many and varied cultures.

II. Specific Objectives

A. The student will develop a sense of the mystery of both the universe and man's existence in it.
B. The student will, through the symbolism of the myth, experience a comprehensive, undertandable image of the world around him, roughly in accord with the best scientific knowledge of the time.
C. The student will identify the differences and similarities in the criteria set by the various civilizations for their heroes.
D. The student will determine that the logic, the heroism and the deeds of myth survive into modern times.
E. The student will recognize that, as each of us has his personal, private and rudimentary dream, so mythology is a record of the collection of the public dream.

III. Content

A. Identification of Greek and Roman gods
   1. The Titans and the twelve great Olympians
   2. The lesser gods of Olympus
B. How the world and mankind were created
   1. Creation according to Greek mythology
   2. Bible story of creation: Genesis
   3. Indian myths of creation
   4. Weldon Johnson's "The Creation"
   5. Individual student research on myths of creation from other lands.
C. Myths involving the concept of love
   1. Eight Greek tales of love
   2. Tales of love from other lands
D. Heroes
   1. The concept of heroism
   2. Greek and Roman heroes
   3. Heroes from American fables
   4. Heroes from the mythology and fables of other lands
E. Mythology of the Norseman
F. Readings from Oedipus Rex - (Insight: English Literature)
G. Materials
   1. Mythology, Edith Hamilton (text)
   2. Myths & Folklore - Christ (text)

3. Filmstrip
   a. Mythology Is Alive and Well - Guidance Associates
   b. Filmstrips on specific myths
4. Motion picture: Mythology of Greece
5. Record: Echoes of Greece - Hamilton
6. Oedipus the King - Sophocles

IV. Learning Experiences

A. The student will read selected Greek and Roman myths from his texts.
B. The student will read selections from American Heroes of Legend and Lore.
C. The student will participate in class discussions on:
   1. The creation of man
   2. The concept of love in mythology
   3. Heroes
   4. The Norse myths
D. The student will experience the tales of mythology through various visual and audio media
   1. Filmstrips
   2. Films
   3. Records
E. The student will research in the library to find and present myths from other lands relation to the concepts of:
   1. The creation of the world
   2. The hero
F. The student working in a group, will write and present a myth of his choice in the dramatic form.
G. The student will read and dramatize selections from Oedipus Rex.

V. Evaluative Criteria

A. The student will display, through discussion, his realization that the myth is a comprehensive, understandable image of the world around him.
B. The student will give oral reports on the results of his research.
C. Through panel discussions, the student will identify the differences and similarities of the mythical heroes of the various cultures.
D. Through class discussion, the student will evaluate the universality of the concept of love as it is displayed in the mythology of many lands.

VI. Bibliography

Christ, Henry. Myths and Folklore. New York: Oxford Book Company, 1968

Hamilton, Edith. Mythology. New York: New American Library, 1942. (text)

Shay. American Heroes of Legend and Lore. Educational Reading Service.

Slack and Steinberg, Insight: English Literature, New York: Noble & Noble, 1968

#30 READING UNLIMITED

I. General Goal

Being free to choose his own books, having the opportunity to consult with the teacher and librarian, and having a specific time to spend reading each day, the student will expand the scope of his world of ideas through varied and continuing readings.

II. Specific Goals

A. The student will, through the use of book lists, annotated bibliographies, book reviews and conferences with the teacher, become more adept at selecting those books he is most likely to enjoy and from which he will profit.

B. The student will be able to cite and discuss the basic elements of plot, theme and character in the books of fiction he reads; he will enumerate and discuss the new insights and information he acquires from reading non-fiction works.

III. Content

A. Learning to select books
   1. Card catalog
   2. Annotated bibliographies
   3. Book reviews

B. Reading for pleasure
   1. Learning to skim
   2. Understanding differences between reading a text book and reading for enjoyment only

C. In-class reading

D. Sharing a book
   1. Small group discussions
   2. Student-teacher discussions

E. Evaluating a book
   1. Keeping a journal of readings
   2. Enumerating evaluative criteria

F. Materials
   1. Free use of library
   2. Book lists and book reviews
   3. Annotated bibliographies

IV. Learning Experiences

A. The student will contract for his grade in the course; terms of the contract will include:
   1. Number of books read
   2. Degree of difficulty of reading material
   3. Types and number of reports submitted

B. The student will spend some time becoming reacquainted with the facilities and organization of the school library.

C. The student will examine book lists, annotated bibliographies and other reference books that will help him select books he will enjoy reading.

D. The student will spend his class time reading the books of his choice.
E. The student will keep a notebook in which he will record short informal notes and comments on his readings.
F. Upon completion of a book, the student may choose one of several methods of evaluation. He may choose to:
   1. Discuss the book with the teacher
   2. Compose a short written evaluation
   3. Participate in a small group discussion (if others in the class have read the same book)
   4. Give an extemporaneous oral report
   5. Take an objective test (if such a test is available for his book)

V. Evaluative Criteria

A. The student will demonstrate his ability to use library sources, book lists and annotated bibliographies by selecting books he enjoys reading.
B. Having learned to select books with discrimination, the student will devote his class time to reading his selections.
C. The student will complete the number of books and reports necessary for him to fulfill the terms of his personal contract.
D. The student will keep a notebook in which he will make short, informal comments on his readings.
E. The student will, upon the completion of each book, demonstrate his awareness of its plot, character development and theme through an evaluatative medium of his choice.

VI. Bibliography

A. Since this is a free reading course, there is no specific bibliography; the resourses of the library will be available for student selection of books.
B. Book lists, bibliographies and book reviews will be made available to the students.

#32 SCIENCE FICTION AND SUPERNATURAL

I. General Goal

In this course the student explores the world of the unknown by reading a novel and short story collections. Through discussion he will examine the possibility of the science fiction of today becoming the reality of tomorrow.

II. Specific Objectives

A. The student will speculate and use his imagination.
B. The student will incorporate past experiences into reading to help him visualize the author's ideas.
C. The student will recognize tone.
D. The student will recognize point of view.
E. The student will recognize theme.
F. The student will identify and follow a sequence of events.
G. A student will identify character traits.
H. A student will relate what is known about an author's works and his background.

III. Content

A. Literature of the Course
1. Timeless Stories for Today and Tomorrow - Bradbury, ed.
2. S Is for Space - Ray Bradbury
3. Science Fiction Hall of Fame
4. A Stranger in a Strange Land - Heinlein
5. Record - "The Time Machine and The War of the World"
6. Record - "The Medium" - Menotti
7. Science Fiction - Brodkin and Pearson, ed.

B. Points of Emphasis
1. Speculation
2. Imagination
3. Tone
4. Point of View
5. Theme
6. Plot
7. Characterization
8. Great authors of science fiction and the supernatural

IV. Learning Experiences

A. The student will read the selections.
B. The student will respond to inductive questioning.
C. The student will speculate:
1. Is there life awaiting us beyond the one we are now experiencing?
2. Is there life on other planets?
3. Are our lives controlled by outside forces?
4. To what extent is the power of our wills really free?
5. Can the star, our palms, a deck of cards, or our dreams, give us clues to our own identity?
6. The students will give oral reports on such topics as seances, devils, witches, dreams, numerology, astrology, palm reading, phrenology, and black magic.

D. The student will participate in discussion of the type of author who deals with these subjects.

V. Evaluation Criteria

A. The student will demonstrate an increased awareness of reasoned speculation beyond the realistic approach.
B. The student will display new powers of imagination as a result of his reading and discussion.
C. The student will show increased discernment in tone, point of view, theme, and characterization.
D. The student will identify the well-known authors of science fiction and the supernatural.

VI. Bibliography

Bradbury, Ray. S Is for Space. New York: Bantam Books, Inc.

Bradbury, Ray, ed. Timeless Stories For Today and Tomorrow. New York: Bantam Books, Inc.

Brodkin, S., J. Pearson, ed. Science Fiction. Evanston, Illinois: McDougal, Littell and Co., 1973

Heinlein, Robert, A Stranger in a Strange Land. Logan, Iowa: Perfection Form Co.

Silverberg, Robert, ed. Science Fiction Hall of Fame. New York, New York: Avon Books, Education department.

Slides:

Science Fiction: Jules Verne to Ray Bradbury: Parts I, II, III. White Plains, New York: The Center for Humanities, Inc., 1975.

Literature of the Supernatural. White Plains, New York: The Center for Humanities, Inc.

#5 SHAKESPEARE I

I. General Goal

The student will be able to recognize how the Elizabethan period, a period of religious and political turmoil, geographic and scientific discovery, and nationalistic and humanistic behavior influenced Shakespeare's way of life and his writing.

II. Specific Objectives

A. The student will recognize the following:
   1. How Shakespeare's writing was influenced by religious and political turmoil, geographic and scientific discovery, and nationalistic and humanistic behavior.
   2. How our present problems of religious and political turmoil, scientific discovery and social changes are similar and are influencing our current writers in the same manner as in Shakespeare's time.
   3. Why the theater was so popular in Shakespeare's time.
   4. How Shakespeare became involved in the Globe Theater and why his plays continue to be popular in current times.
   5. The difference between comedy and tragedy through the samplings of these plays.

B. The student will identify the unique literary style of Shakespeare as found in Macbeth and The Taming of the Shrew.

III. Content

A. Discussion
   1. How Shakespeare's writing was influenced by the religious and political turmoil, geographic and scientific discovery, and nationalistic and humanistic pride.
   2. Compare our present problems of unrest with those of Shakespeares age and discern the similarity of the problems and how they influence our contemporary writers.
   3. Why the theater was so popular in Shakespeares time.
   4. The comedy and tragedy as Shakespeare wrote them.
   5. Why Shakespeare's plays continue to be popular in current times.
   6. Read The Taming of the Shrew and Macbeth for comprehension and pleasure.

B. Resource Material
   1. Basic Text: Adventures In English Literature, "The Theater In Shakespeare's Time", page 127. Macbeth, page 129-198.
   2. Basic Text: The Taming of the Shrew
   3. Shakespeare's Book of Quotations.
   4. Film: "William Shakespeare, Soul of an Age"
   5. Film: "William Shakespeare"
   6. Film: "Macbeth, Lesson 1" (The Power of Politics)
   7. Film: "Macbeth, Lesson 2" (The Theme of Macbeth)
   8. Film: "Macbeth, Lesson 3" (The Secret of Man)
   9. Filmstrip: "Prologue to the Globe Theater"
   10. Filmstrip: "The Playhouse Comes to London"

11. Filmstrip: "The Globe Theater, Its Design and Construction "
12. Filmstrip: "Macbeth Plot Analysis and Interpretation"
13. Records: "Macbeth, and The Merchant of Venice"
14. Transparencies: "Shakespeare's life and Time"

IV. Learning Experiences

A. The student will participate in discussions concerning the the influence of religious and political turmoil, geographic and scientific discovery, and nationalistic and humanistic behavior on the writing of Shakespeare and current writers.
B. The student will discuss the Globe Theater and why Shakespeare's works continue to be popular.
C. The student will discuss Shakespeare's techniques of writing tragedy and comedy.
D. The student will read the tragedy Macbeth and the comedy The Taming of the Shrew
E. The student will view and discuss a series of films and filmstrip concerning the material presented in this course.

V. Evaluative Criteria

A. The student will research and write a paper concerning Shakespeares times and works or a critical paper on one of the plays.
B. The student will discuss the symbolism in the plays.
   1. Darkness image
   2. Clothing image
   3. Growth image
   4. Sleep
C. The student will keep a list of memorable quotations.
D. The student will paraphrase lines demonstrating his ability to interpret the dialogue.
E. The student will discuss the elements of Shakespeare as
   1. Chance Happening
   2. Tragic hero
   3. Supernatural
   4. Conflict
   5. Humor
   6. Revenge
F. The student will determine the themes of the plays.
G. The student will become informed about the Elizabethan theater and period.
H. The student identify terms related to drama.
   1. Protagonist
   2. Antagonist
   3. Catastrophe
   4. Unities

VI. Bibliography

Priestly, J. B. and Josephine Spear. Adventures in English Literature. (Laureate ed.). New York: Harcourt, Brace and World, Inc., 1963.

Shakespeare, William. Taming of the Shrew

Stevenson, Burton. William Shakespeare Book of Quotations.

Film: "William Shakespeare, Soul of an Age"

Film: "William Shakespeare"

Film: "Macbeth, Lessons I, II, III"

Filmstrip: "Prologue to the Globe Theater"

Filmstrip: "The Playhouse Comes to London"

Filmstrip: "The Globe Theater, Its Design and Construction"

Filmstrip: "A Day at the Globe Theater"

Filmstrip: "Macbeth, Plot Analysis and Interpretation"

Record: "Kiss Me, Kate"

Transparencies: "Shakespeare's Life, Time and Theater"

#6 Shakespeare II

I. General Goal

The student will identify and discuss the relevancy of the Shakespearean play to twentieth century readers. He will relate the Shakespearean plays and sonnets of the Elizabethan Era to the events and currents of British history.

II. Specific Objectives

A. Given a Shakespeare play to study, the student will be able to interpret and understand the play in relation to the Elizabethan Era as well as to current times.
B. Given historical background and plays to study, the student will be able to outline and generalize the social, economic and political conditions of Shakespeare's era.
C. Given a play to study, the student will be able to construct an essay or explication of a scene showing the relation of that scene to the play as a whole.
D. Given a Shakespearean soliloquoy or speech, the student will be able to construct a meaningful paraphrase in his own words.
E. After study and analysis of a play, the student will be able to construct an essay tracing the development of a symbol from the beginning to the end of the play.
F. After analysis and study of sonnets and plays, the student will be able to identify the unique literary techniques of William Shakespeare.

III. Content

A. Study of Elizabethan Period and Theatre
   1. Trade guilds and the plays
   2. First theatres in London
   3. The stage and scenery
   4. The audience
B. Study of the life of William Shakespeare
   1. Early life
   2. Works as actor and playwright
   3. Fame and fortune
C. The plays of Shakespeare
   1. Literature of course
      a. Hamlet
      b. Othello
   2. Approach to the plays
      a. Origin and publication
      b. The play as a section of life
      c. The meter
      d. Characters
D. Shakespeare's sonnets
   1. Sonnets to be read and studied: 18, 73, 29, [illegible], 116 and others.

2. Study of the sonnet
   a. Sonnet form
   b. Application of sonnet to life
   c. Metaphor
   d. Iambic Pentameter

IV. Learning Experience

A. The student will relate these elements of Shakespeare to the plays he reads:
   1. Chance happening
   2. Tragic hero
   3. Supernatural
   4. Conflict
   5. Humor
   6. Revenge

B. The student will study and use correctly the terms related to drama
   1. Protagonist
   2. Antagonist
   3. Catastrophe
   4. Unities

C. The student will paraphrase lines from the plays showing his ability to understand and explain.

D. The student will do library research on a selected phase of Shakespeare creitcism.

E. The student will keep a list of memorable quotations showing: speaker, spoken to, meaning.

F. The student will demonstrate the staging of the play by using a model of the Globe Theatre.

G. The student will study and apply to the discussion of the sonnet the following techniques:
   1. Iambic Pentameter
   2. Sonnet form
   3. Metaphor
   4. Application of sonnets to life

H. The student will participate in a field trip to see a Shakespearean production if possible.

V. Evaluative Criteria

A. The student will interpret the plays of Shakespeare in relation to the Elizabethan Era as well as to current times.

B. The student will construct an essay or explication of a scene from one of the plays showing the relation of that scene to the play as a whole.

C. Given a Shakespearean soliloquy or speech, the student will construct a meaningful paraphrase in his own words.

D. The student will compose an essay tracing the development of a symbol from the beginning to the end of the play.

E. The student will explicate a Shakespearean sonnet discussing its form, imagery, meter and application to life.

F. After analysis and study of the sonnets and plays, the student will identify and enumerate the unique literary techniques of William Shakespeare.

VI. Bibliography

Bowman, Mary Rives. Adventures in English Literature. New York: Harcourt, Brace and World, Inc.

Kittridge, George Lyman, ed. Othello. Boston, Mass: Cinn and Co.

Thurber, Samuel, Jr. and A. B. de Mille, eds. Hamlet. Boston, Mass: Allyn and Bacon.

#23 SOCIAL PROTEST LITERATURE

I. General Goals

A. Through a wide reading of protest writings, the student will be able to discuss what protest is, how a work of literature reflects the social feelings of the time, and how that work of literature affected opinion, legislation or social activity of the time in which it was written.
B. The student will demonstrate his understanding of the importance of literary protest through panel discussions, class discussions and writing assignments.

II. Specific Objectives

A. After studying certain works of social protest, the student will be able to identify the solution man has formulated in accordance with the time period.
B. After studying early American protest literature, the student will be able to identify those areas of protest for which solutions have not yet been found.
C. Following an in-depth study of particular social groups, the student will be able to recognize the alternatives which exist for each of their groups in relation to the particular problem being studied.
D. After studying the problem of one particular group, the student will be able to explain how similar problems exist for other dissimilar groups.
E. After studying a current problem incurring social protest, the student will be able to cite when and where the problems existed previously, how it had been resolved then, and be able to formulate a new solution based on the previous one.
F. After studying a particular problem and person(s) involved, the student will be able to state the position of the person(s) studied, and organize and construct an essay stating his (the student's) position on the same problem.
G. Following the study of a novel of protest, the student will be able to state and give examples of the social, psychological and economic elements that are protested in the work.

III. Content

A. Historical background of American social protest
   1. Paine's Common Sense
   2. Thoreau's Civil Disobedience
   3. The Night Thoreau Spent in Jail, Lawrence and Lee
   4. The Declaration of Independence
   5. Scene from 1776, Stone and Edwards
   6. Uncle Tom's Cabin, Stowe
   7. Gandhi, Fischer
   8. The Letters of Sacco and Venzetti
B. Group in-depth study of the social protest in America today
   1. Crisis, Collier
   2. Winning Hearts and Minds, Rothmann, Poquet and Barrer
   3. Soledad Brothers--The Prison Letters of George Jackson

4. Death at an Early Age, Jonathan Kozal
5. Don't Shoot, We Are Your Children
6. The Way It Spozed To Be
7. Indians of the Americas, Collier
8. Mix: New World Issues
9. Soul On Ice, Cleaver

C. The novel of Social protest
1. Slaughterhouse-Five, Vonnegut
2. Catch 22, Heller
3. Brave New World, Huxley
4. The Grapes of Wrath, Steinbeck
5. In Dubious Battle, Steinbeck
6. Black Like Me, Griffin
7. Fail-Safe
8. Soul Catcher, Herbert
9. 1984, Orwell

D. Basic Text: New World Issues: Currents

E. Filmstrips: The Literature of Protest
Protest Writing: An American Tradition

IV. Learning Experiences

A. The student will study selected works from the history of literary protests of America and will display through class discussions his ability to:
1. Identify the solutions man has formulated in the past.
2. Identify those areas of protest for which solutions have not been found.

B. The student will act out and discuss scenes from 1776 and Indians.

C. The student will participate in the preparation and presentation of a debate over a protest point in an item of literature studied.

D. The student will select an area of social protest to investigate in depth.
1. He will work in a group to prepare a presentation to the class.
2. He will help prepare and select materials to be presented to the class.
3. He will help select class reading assignments to develop his area of protest.

E. The student will select and read at least one novel of social protest.

F. After reading the novel, the student will write a critical review, giving examples of the social, psychological and economic elements that are presented in the book.

G. The student will participate in a role playing situation in which various ethnic or cultural groups are involved in a situation that could justify a protest.

V. Evaluative Criteria

A. The student will demonstrate, through class discussion and composition, his ability to:
1. Identify the solutions man has formulated to the social problems of the past.

2. Identify those areas of protest for which solutions have not yet been found.

B. Following an in-depth study of particular social groups, the student will describe through discussion and the written essay, the alternatives which exist for each of their groups in relation to the particular problem being studied.

C. After studying a current problem incurring social protest, the student will, through discussion and writing assignments, cite when and where the problem existed previously, how it has been resolved then, and be able to formulate a new solution based on the previous one.

D. Following the study of a novel of protest, the student will write a critical review of the book in which he will give examples of the social psychological and economic elements that are protested in the work.

VI. Bibliography

A. Student test: New World Issues: Currents. Delores Minor, Consultant. New York: Harcourt, Brace, and Jovanovich, Inc.

B. Novels (See III. Content)

C. Background Materials (See III Content)

#8 WORLD LITERATURE I

I. General Purpose

The student will discover that the basic human weaknesses are universal. He will find through various authors' inquiries, the meaningful ways in which life can be lived, and the ways in which wisdom can be achieved. He will examine the relationship between reality and illusion.

II. Specific Objectives

A. The student will determine the views of a variety of writers toward human weakness, search for wisdom, and reality and illusion.
B. The student will demonstrate an awareness that basic human weaknesses are universal.
C. The student will inquire into the significance of life and the meaningful ways in which it can be lived.
D. The student will recognize the consistency of moral and ethical viewpoints through various religions and nationalities.
E. The student will recognize the relationships between illusion and reality.
F. The student will determine whether some of his own ideas are illusion or reality.

III. Content

A. Literature of the Course
   1. The Search for Wisdom Insight Series
   2. Human Weakness/ Reality and Illusion, Insight Series
B. Points of Emphasis
   1. Tone
   2. Moral tale or fable
   3. Allegory
   4. Realism
   5. Satire
   6. Rationalization
   7. Real and symbolic levels of meaning
   8. Composition
      a. Expository pattern
      b. Character study
      c. Paper of Comparison or Contrast

IV. Learning Experiences

A. The student will read the selections
B. The student will respond to inductive questioning
C. The student will dramatize selected works
D. The student will write essays in the expository pattern

V. Evaluative Criteria

A. The student will demonstrate that, when given the opportunity, he will be able to discover for himself certain qualities common to all literature.
B. The student will write a well organized essay demonstrating real and symbolic levels of meaning.
C. The student will write in fable or allegory from one of the selections read in the course.
D. The student will write a well-organized paper comparing or contrasting the tone of two selections.
E. The student will write a well-organized essay on satire as used in the selections studied in the unit.
F. The student will write an in-depth character study of one of of the characters taken from the selections read.

VI. Bibliography

Cottrell and Steinberg, ed. Insight: The Experience of Literature, Human Weakness/ Reality and Illusion. New York, Noble and Noble Publishers, 1969.

_____. Insight: The Experience of Literature, The Search for Wisdom. New York, Noble and Noble Publishers, 1969.

_____. Insight: The Experience of Literature, Teacher's Guide.

#9 WORLD LITERATURE II

I. General Goal

The student will recognize the universal concerns of man as they appear in world literature.

II. Specific Goals

A. Through his readings, the student will experience the weakness and variety of mankind's social arrangements.
B. The student will recognize that the social conditions depicted in his readings vary in detail but not in the essential nature of life which they reveal.
C. Beginning with a relatively simple exploration of love, the student will, through a variety of selected readings, experience a more profound understanding of this complex of emotions.
D. Through his readings, the student will gain sufficient insight to be able to explain the changing concept of the hero from Biblical to modern times.

III. Content

A. Study of the interrelationship of:
   1. Character
   2. Plot
   3. Setting
   4. Theme
B. Social Concerns
   1. An Enemy of the People
      a. The lengths to which people will go to conform
      b. The overall irony of the title
      c. The relevance of the play to life today
   2. Short stories and poems of social significance.
   3. All Quiet on the Western Front
      a. The horror of war achieved by the quiet piling up of incidents
      b. The relationship of ideals to experience
      c. The ultimate ironies
C. Love
   1. Short stories and poems depicting the theme of love
   2. Understanding the emotion of love in Biblical reading
   3. Carmen
   4. Cyrano de Bergerac
      a. Cyrano's ideals as a theme for the play
      b. The kinds of love shown in the play
      c. The basis of Cyrano's appeal as a character
D. Heroism
   1. The Illiad
      a. The universal qualities of the Illiad
      b. Achilles and Hector as heroes
   2. The Story of Moses: Exodus, Chapters 1-31

3. Medieval Myths
   a. The Song of Roland
   b. The Cid
4. Short stories and poems which exemplify the theme of heroism
5. Selections from Master and Man

IV. Learning Experience

A. The student will read all the literature of the course.
B. The student will, in class discussions, respond inductively to the questions posed on the literature.
C. The student will interpret orally and in composition several poems in his readings.
D. The student will read and dramatize scenes from several poems in his readings.
E. The student will write essays in the expository style.

V. Evaluative Criteria

A. The student will discuss the weakness and variety of mankind's social arrangements that he has discovered in his readings.
B. The student will compose an essay using an extended definition of love to show his understanding of this complex of emotion.
C. The student will compose an essay contrasting the heroes of several different selections to explain the changing concept of the hero throughout his readings.
D. The student will write a composition comparing a public figure of this century with one of the heroes in his readings.
E. The student will display his understanding of his readings in essay tests on each unit.

VI. Bibliography

Cottrell, Beekman W., Erwin R. Steinberg. Insight: The Experience of Literature (core book). New York: Noble and Noble, Inc. 1968.

#33 YOUTH IN LITERATURE

I. General Goal

A. The student, through a variety of readings, will be able to identify many of the universal problems faced by young people on the verge of adulthood.
B. Through his readings and discussions, the student will be able to recognize and verbalize similarities between his own doubts and frustrations and the problems faced by the young people in the literature of the course.

II. Specific Objectives

A. Through his readings and class discussion, the student will be able to identify many universal problems of youth and will enumerate the many divergent ways the characters in his readings meet their problems.
B. The student will be able to cite the choices of action faced by the characters in the selections and will be able to evaluate those choices in light of his own experience.
C. The student will be able to enumerate those personal characteristics and circumstances which led the characters in the readings to their choice of action.
D. The student will demonstrate his understanding of the differences between the characters public and private images by citing specific differences.
E. The student will demonstrate his understanding of the importance of "point of view" and conflict in literature.

III. Content

A. Literature of the course
   1. A Separate Peace - John Knowles
   2. The Catcher in the Rye - J. D. Salinger
   3. My Darling, My Hamburger - Paul Zindel
   4. Huckleberry Finn - Mark Twain
   5. Member of the Wedding - Carson McCullers
   6. The Modern American Short Stories - David Sohn, ed.
   7. The Boy Who Could Make Himself Disappear - Ken Platt
   8. Childhood's End - Clark
B. Points of Emphasis
   1. Literary techniques
      a. Point of view
      b. Conflict
   2. Understanding of character
      a. Universal problems of youth
      b. Personal choices of action
      c. Circumstances affecting choices
      d. Differences between public and private images
      e. Comparison of characters
   3. Relationship of reading experiences to students' lives

IV. Learning Experiences

A. The student will read several selected novels and a variety of short stories whose central characters are young people on the verge of adulthood.

B. The student will identify the point of view of each novel and will enumerate the effects the particular point of view has on the development of the central character.
C. The student will identify the several kinds of conflict found in each selection and will trace the circumstances and influences leading to their resolutions.
D. The student will act out and discuss several scenes from Member of the Wedding.
E. The student will, in class discussions, identify the universality of the problems faced by the young people in the readings.
F. The student will write short character sketches demonstrating his recognition of:
   1. The personal characteristics and circumstances which influenced the choices of action made by the characters.
   2. The difference between the character's private and public images.
G. Through participation in panel discussions, the student will enumerate the similarities and differences between the characters in several selected readings.
H. The student will identify, through class discussions, the relationship between the behavior of the characters in the readings and his own personal experience.

V. Evaluative Criteria

A. In class discussions the student will identify the universal problems of youth.
B. The student will cite choices of action faced by the characters in the reading selections.
C. He will evaluate those choices in light of his own personal experience.
D. The student will compose several character sketches demonstrating his understanding of the difference between a character's private and public images.
E. The student will participate in a panel discussion in which he will compare and contrast the central characters from several readings.
F. The student, through class discussions, will demonstrate his understanding of the literary techniques of point of view and conflict as they apply to specific books and stories.
G. Through class discussion, the student will enumerate the points of similarity between the characters and conflicts in the literature and in his own life.

VI. Bibliography

See III. Content

#43 BASIC ORAL COMMUNICATION (SPEECH)

I. General Goals

A. The student will indicate an awareness of the interpersonal aspects of oral communication.
B. The student will organize and orally communicate an informative message for an audience.
C. The student will utilize effective communication processes in exchanging ideas within a small group.
D. The student will develop more sophisticated listening habits.

II. Specific Objectives

A. The student will identify and utilize verbal and non-verbal messages.
B. The student will identify the speaker, the message, the listener and the feedback.
C. The student will organize and present an informative message for an audience.
D. The student will speak in extemporaneous style.
E. The student will utilize the panel discussion form to "think-through" topics which are relevant to him and to his peers.
F. The student will experience both critical and non-evaluative listening.

III. Content

A. Oral Communication Processes
   1. Speaker - message - listener - feedback
   2. Encoding and decoding messages
   3. Verbal and non-verbal messages and feedback
   4. Interpersonal aspects of communication

B. Informative Message
   1. Central idea
   2. Purpose and audience response
   3. Organization (see supplementary #1 attached)
      a. Introduction
      b. Main ideas and supportive materials
      c. Conclusion
   4. Utilizing and handling visual aids
   5. Audience contact

C. Panel Discussion
   1. Concept of discussion
   2. Organization of a panel
   3. How to prepare
      a. Wording the topic
      b. Selecting and organizing material
   4. How to present
      a. The chairperson
      b. The panelists
      c. The audience
      d. The forum
   5. Role playing

D. Listening
   1. Non-evaluative
   2. Critical
   3. One-to-one and small groups
   4. Large audience

E. Communication Games

F. Resource Materials
   1. Adventures in the Looking-Glass, Ratliffe, Herman, Buys
   2. A Handbook of Personal Growth Activities For Classroom Use, Hawley, R. and Hawley, I.
   3. Communication: Interacting Through Speech, Allen, Parrish, Mortensen
   4. Person to Person, Galvin and Book
   5. Speech In American Society, Allen Anderson, Hough
   6. Supplementary Handout #1: The Message: Guide for Organization

IV. Learning Experiences

A. Interpersonal Communication
   1. Through communication games the student will establish lines of communication with others in the class.
   2. The student will discuss and demonstrate verbal and non-verbal messages.
   3. The student will discuss and demonstrate encoding and decoding.
   4. The student will demonstrate the interaction of communication.

B. The Informative Message
   1. The student will utilize and effectively handle visual aids in communicating a message.
   2. The student will outline an informative message following the organizational pattern as in supplementary #1.
   3. The student will utilize the means of establishing audience contact.
   4. The student will speak in extemporaneous style.
   5. The student will identify and utilize audience feedback.
   6. The student will participate in a forum.

C. Small Groups Interaction Through Panel Discussion
   1. The student will discuss the concept of discussion and the purpose of discussion.
   2. The student will organize and will present a panel discussion on a topic which is relevant to him and to his peers.
   3. In the discussion the student will indicate that he seeks to communicate his ideas clearly and effectively and that he listens critically.
   4. The student will demonstrate an awareness of the many phases in a single topic.
   5. If the student is a chairperson, he will utilize the qualities of an effective chairperson.
   6. A forum will follow each discussion.

D. Listening
1. The student will restate the speaker's message.
2. The student will list the main points of the message and identify the speaker's supportive materials.
3. Through participation in forums, the student will give evidence of critical listening.
4. Listening games.

V. Evaluative Criteria

A. Given a topic of his choice the student will outline and will orally communicate a 3-5 minute informative message.
1. He will include the following in the introduction:
a. Attention
b. Need
c. Central idea
d. Audience response
e. Preview of main points
f. Background material
2. He will identify each main point and support it.
3. He will conclude with a summary and a final effective statement.
4. He will use the extemporaneous style of speaking. He may choose to use one note card.
5. He will adapt his speaking to the audience.
6. He will conduct a forum following his speaking.

B. Having listened to a speaker the student will (1) ask questions and/or offer additional information relevant to the message, and (2) identify the central idea, the main points and the supportive material.

C. Having selected a topic and a panel group the student's participation will demonstrate:
1. Willingness to exchange ideas
2. Support for ideas
3. Preparation for participation in the panel
4. Ability to follow through with a thought
5. Awareness of points of view other than his own
6. Critical listening
7. If a chairperson, the student will demonstrate control of the discussion through meaningful questions and through movement of the participation.

D. Having listened to a panel discussion the student will ask critical questions and/or offer additional comment on the discussion topic.

VI. Bibliography

Allen, R. R., S. Parrish, C.D. Mortenson. Communication: Interacting Through Speech, Columbus, Ohio: Charles Merrill Publishing Col, 1974

Allen, R. R., S. Anderson, J. Hough. Speech in American Society. Columbus, Ohio: Charles E. Merrill Publishing Company 1968

Galvin, Kathleen and Book, Cassandra. Person to Person. Skokie, Illinois: National Textbook Company, 1973.

Hawley, Robert and Hawley, Isabel. A Handbook of Personal Growth Activities For Classroom Use. Amherst, Mass.: Educational Research Associates.

Ratliffe, Herman and Buys. Adventures in the Looking-Glass. Skokie, Illinois: National Textbook Company, 1974.

Supplementary #1

THE MESSAGE
GUIDE FOR ORGANIZATION

Central Idea: Statement of the message.

Specific Purpose: Audience response plus message statement.

I. Introduction

- A. Attention Step
- B. Need Step (This audience should be interested in this topic because:)
- C. Central Idea.
- D. Preview Main Ideas.
- E. Background Information.

II. Main Ideas (Body of Talk)

- A. Statement of first idea
  1. Facts
  2. Statistics
  3. Authorities
  4. Examples
  5. Other interesting information
- B. Statement of second idea
  1. Facts
  2. Statistics
  3. Authorities
  4. Examples
  5. Other interesting information

III. Conclusion

- A. Summarize main ideas
- B. End with effective statement.

#47 DEBATE AND PARLIAMENTARY PROCEDURE

I. General Goal

A. The student will describe the nature of debate, theoretical bases of debate and the standard format used in academic debate and he will participate in debate.
B. The student will use basic parliamentary procedure correctly.

II. Specific Objectives

A. The student will recognize logical thinking.
B. The student will use reasoning in his organizing of information.
C. The student will listen critically.
D. The student will conduct meetings according to the rules of parliamentary procedure.
E. The student will be an active participant in a meeting.

III. Content

A. Debate
   1. The purpose
   2. Wording the proposition
   3. Format
   4. Major theoretical principles
   5. Sources of information
   6. Recording and filing of evidence
   7. Skill in analysis of debate

B. Parliamentary Law
   1. Elections
   2. The agenda
   3. The basic rules of procedure
   4. Parliamentary motion
      a. Main
      b. Subsidiary
      c. Incidental
      d. Privileged
   5. Precedence
   6. How to participate in a meeting

C. Resource material
   1. Discussion and Argumentation, MSA Curriculum Guide #3
   2. Investigating: Gathering Information, Stine
   3. Participating: Public Speaking, Debate, Discussion, Ewing.
   4. Robert's Rules of Order (Revised), Robert, H. M.
   5. Speech In American Society, Chapter 14, "The Big Group"
   6. Introduction of Debate, Haney
   7. Reasoning and Argument, Schneider

IV. Learning Experiences

A. The student will use the three types of propositions:
   1. A proposition of fact
   2. A proposition of value
   3. A proposition of policy

B. The student will recognize the major theoretical principles of academic debate.
   1. The concept of presumption
   2. The burden of proof
   3. The issues

C. The students will use the two common formats for academic debate
   1. The orthodox format
   2. The cross-examination format

D. The student will recognize and demonstrate the correct wording of a proposition.

E. The student will work independently in locating research materials for debate.
   1. Drawing upon previous knowledge of the topic.
   2. Interviewing and discussing the topic with local authorities in the area being researched.
   3. Consulting a number of library indexes.

F. The student will demonstrate skill in recording and filing of evidence.

G. The student will use systematic preparation.

H. The student will recognize and demonstrate how to evaluate evidence.

I. The student will recognize and debate both sides of a proposition.

J. The student will recognize and demonstrate the patterns for organizing the affirmative and negative cases:
   1. The need-plan
   2. The comparative-advantage case

K. The student will recognize and demonstrate the eight basic principles on which parliamentary procedure tests.

L. The student will follow the standard agenda for parliamentary meetings.

M. The student will participate in mock meetings.

V. Evaluative Criteria

A. The student will present a debate proposition with relevant evidence.

B. The student will organize and debate both sides of the same proposition.

C. The student will participate in mock debates using both the orthodox and cross-examination format.

D. The student will demonstrate a mock election using parliamentary law.

E. The student will construct several agendas.

F. The student will compose several types of main motions.
   1. General main motion
   2. Motion to reconsider
   3. Motion to rescind
   4. Motion to resume consideration

G. The student will participate in several mock meetings.

VI. Bibliography

Allen, R., S. Anderson, J. Hough. Speech In American Society. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Ewing, Ray G. Participating: Public Speaking, Debate, Discussion. Hopewell, New Jersey: Houghton Mifflin Company, 1975.

Haney, T. K. An Introduction to Debate. Boston, Mass.: Ginn and Company, 1965.

Herman, D., S. Ratiffe, F. Panattoni, J. Tappan, G. Ziegelmueller. Discussion and Argumentation - Debate in the Secondary School. Skokie, Illinois: National Textbook Corp., 1968.

Robert, H. M. Robert's Rules of Order (Revised). New York, New York: Scott, Foresman and Company.

Schneider. Reasoning and Argumentation. New York: Holt, Rinehart and Winston.

Stine, Jane. Investigating: Gathering Information. Hopewell, New Jersey: Houghton Mifflin Company, 1975.

#46 DISCUSSION AND PERSUASION

I. General Goals

A. The student will use logical reasoning patterns in the persuasive message.

B. The student will utilize the basic steps of problem-solving discussion to find solutions for problems.

C. The student will utilize audience analysis.

II. Specific Objectives

A. The student will recognize audience feedback and the importance of audience analysis for effective communication.

B. After selecting a specific persuasive message and purpose, the student will research, outline and construct and deliver a persuasive talk.

C. Given a problem to solve, the student will seek its solution through using the five-point problem-solving discussion method.

D. The student will interact effectively as a member of a group discussion.

E. The student will analyze audiences.

F. The student will use the extemporaneous style in speaking.

III. Content

A. Persuasion
   1. Forms of persuasion
   2. Central idea and specific purpose
   3. Organization through motivated sequence
   4. Proofs
   5. Research

B. Discussion
   1. Purpose
   2. Patterns of organization
   3. Phrasing the topic
   4. Analyzing the topic
   5. Common types of reasoning
   6. Discussion sequence
   7. Presentation
      a. The chairperson
      b. The participants
   8. The forum

C. Audience Analysis
D. Resource materials
   1. Speech in American Society (Basic Text)
   2. Discussion and Argumentation - Debate in Secondary Schools, Unit 4
   3. Investigating: Gathering Information, Stine
   4. Participating: Public Speaking, Debate, Discussion, Ewing
   5. Principles and Types of Speech. 5th edition, Chapter 17, Outlining a Speech Using The Motivated Sequence

IV. Learning Experience

A. The student will discuss the forms of persuasive speeches
   1. Proposition of fact
   2. Value
   3. Policy
   4. Concern for problems
B. The student will research and present 2-3 minute talks on persuasion propositions which represent each of the above forms.
C. The student will discuss proof-types for his persuasive speech.
   1. Logical
   2. Emotional
   3. Ethical
D. Students will organize and present several 5-7 minute persuasive speeches utilizing logical, ethical and emotional proofs.
E. The student will formulate a central idea and specific purpose which includes audience response.
F. Students will use the five steps in motivated sequence in persuasion.
   1. Attention
   2. Need
   3. Satisfaction
   4. Visualization
   5. Action
G. The student will prepare several 5-7 minute talks using all the criteria which have been taught.
H. The student will discuss the specific patterns for group problem solving discussion.
   1. The creative
   2. The reflective
I. The student will find examples of the following types of reasoning in advertisements, editorials or articles:
   1. Inductive reasoning from a specific instance to a generalization.
   2. Deductive reasoning from a generalization to a specific instance.
   3. Cause-effect reasoning.
J. The student will develop original examples of each type of reasoning.
K. The student will state discussion problems correctly.

L. The student will participate in a discussion and will follow the discussion sequence for solving a problem.
   1. Defining the problem
   2. Analyzing the problem
   3. Suggesting solutions
   4. Evaluating the solutions
   5. Putting the solution into effect

M. The student will participate in a series of mock parliamentary meetings.

N. The student will analyze his audience.

V. Evaluative Criteria

A. The student will present a 7-10 minute persuasive speech affirming a proposition and utilizing one or several proofs. He will use the motivated sequences for organization.

B. The student will organize and participate in a problem solving discussion in which he will demonstrate the basic problem-solving steps.

C. The student will be an active participant in forums following discussions and persuasive speeches.

D. The student will demonstrate the use of parliamentary procedure through participation in mock meetings.

E. The student will utilize the extemporaneous style of speaking.

VI. Bibliography

Allen, R., Anderson, S., Hough, J.. Speech In American Society. Columbus, Ohio: Charles E. Merrill, Publishing Company, 1968.

Ewing, Ray G. Participating: Public Speaking, Debate, Discussion. Hopewell, New Jersey: Houghton Mifflin Company, 1975.

Holtzman, P. D. The Psychology of Speakers' Audiences. Glenview, Illinois: Scott, Foresman and Company.

Monroe, Alan. Principles and Types of Speech, 5th edition. Chicago: Scott, Foresman and Company, 1962.

Stine, Jane. Investigating: Gathering Information. Hopewell, New Jersey: Houghton Mifflin Company, 1975.

#44 INTERPERSONAL AND CAREER COMMUNICATION

I. General Goal

A. The student will recognize the importance and nature of person to person communication at the dyadic and small group levels.
B. The student will describe the preparations necessary for a career and the means necessary to successfully get along on the job.
C. The student will equate effective skills in oral communication to success in his life's work.

II. Specific Objectives

A. The student will describe the nature and importance of interpersonal communication.
B. The student will identify his role, as well as that of the person or persons, in an interpersonal situation and effectively adapt his participation.
C. The student will describe his own career choice and several other careers.
D. The student will demonstrate skill in applying for a job through accepted oral and written communication.

III. Content

A. Importance and nature of small group communication.
B. Roles of the participants in interpersonal communication.
C. Guides for effective communication in small groups.
D. Career guidance
   1. Education and/or training required
   2. Description of work
E. The resume and application
F. The interview
   1. Preparation
   2. Participation
G. Resource Material
   1. A Handbook of Personal Growth Activities For Classroom Use, Hawley and Hawley
   2. Careers: Exploration and Discussion, Rettig
   3. Communication Skills: Learning to Listen and Express Yourself - Part One and Part Two (slides)
   4. Speech In American Society, Chapter 13, "The Small Group": Interpersonal Communication
   5. Your Speech, Chapter 7, "How to Get and Hold a Job"
   6. Community Resources: Speakers from business, industry and professions.
   7. Senior High School Guidance Department

IV. Learning Experiences

A. The student will do a self-inventory and utilize this to improve his role in interpersonal communication.

B. The student will role-play in small groups such as the committee, the employer-employee conference, on-the-job instructions and any other possible interpersonal situation.
C. The student will investigate educational requirements for several careers of his choice.
D. The student will share orally his research of one career.
E. The student will write a resume and fill out an application.
F. The student will demonstrate an interview via videotape if available.
G. The student will critique his interview and present a revised demonstration.
H. Through role-play the student will simulate possible oral communication situations which apply to his career.

V. Evaluative Criteria

A. The student will prepare a file of several careers. The file will include:
   1. Education and/or training
   2. On the job responsibilities
   3. Oral and written communication skills needed to function successfully in this career
B. The student will research one career in depth and share his research through an infomative talk which will be followed by a forum.
C. The student will present a videotaped demonstration of a good interview and critique his demonstration.
D. The student will write one critique of an interview other than his own.

VI. Bibliography

Allen, R. R., S. Anderson, J. Hough. Speech In American Society. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

Griffith, F., Nelson, C. Stasheff, E. Your Speech. New York: Harcourt, Brace and World, Inc., 1960.

Hawley, Robert and Hawley, Isabel. A Handbook of Personal Growth Activities For Classroom Use. Amherst, Mass: Educational Research Associates

Rettig, Jack L. Careers: Exploration and Discussion. Englewood, New Jersey: Prentice - Hall, Inc., 1974.

Slides:

Communication Skills: Learning to Listen and Express Yourself: Part One and Part Two. White Plains, New York: The Center For Humanities, Inc., 1975.

#50 TELEVISION AND RADIO BROADCASTING

I. General Goal

A. The student will recognize the communication techniques used in television and radio broadcasting.
B. The student will communicatea message via the media of television and radio.

II. Specific Objectives

A. The student will operate the videotape unit and the tape recorder.
B. The student will differentiate between mass communication and mass media.
C. The student will be able to identify and use the hand and time signals for broadcasting.
D. The student will adapt the spoken word to the broadcast media.
E. The student will use the vocabulary peculiar to the media of television and radio.
F. The student will be able to write and present a ten minute broadcast via video tape.
G. The student will describe the influence and responsibility of television and radio broadcasting.

III. Content

A. Description of mass communication and mass media.
B. The operation of the videotape and the tape recorder.
C. Adaptation of the spoken word to the broadcast.
D. Voice imporvement.
E. Hand signals and time signals
F. Writing continuity
G. Adapting the message for the audience
H. Kinds of broadcasts.
   1. Commercial
   2. News cast
   3. Interview
   4. Discussion
   5. Documentary
   6. Entertainment
I. The influence and responsibility of the broadcast media.
J. Evaluation of the broadcast.
K. Resource materials
   1. Speech in American Society, Chapter 15, "The Really Big Group: Mass Communication"
   2. Videotape
   3. Tape recorder
   4. Film strips
   5. Field trips
   6. In-school workshop utilizing local area persons.

IV. Learning Experiences

A. The student will describe the terms "mass communication" and "mass media".
B. The student will demonstrate that he can operate the videotape and the tape recorder.
C. The student will use handsignals and time signals.
D. The student will write continuity for several of the following broadcasts:
   1. A commercial
   2. A news cast
   3. An interview
   4. A discussion
   5. A documentary
   6. An entertainment
E. The student will participate in presenting several broadcasts.
F. The student will research and discuss the influence and responsibility of broadcasting.
G. The student will discuss how to evaluate a television and radio program and will present several evaluations.

V. Evaluative Criteria

A. The student will list in sequence the steps in operating the videotape and the tape recorder.
B. The student will identify and demonstrate hand and time signals for broadcasting.
C. The student will compose continuity for several of the following television and/or radio broadcasts:
   1. Commercial
   2. Newscast
   3. Interview
   4. Discussion
   5. Documentary
   6. Entertainment
D. The student will participate in writing and presenting a complete 10-15 minute boradcast.
E. After viewing the broadcast in which he participated the student will write a critique of the broadcast.

VI. Bibliography

Allen R. D., S. Anderson, J. Hough. Speech In American Society. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Bender, J. F. NBC Handbook of Pronunciation. New York: Thomas Y. Crowell Company, 1964.

Chester, G., G. R. Garrison, E. E. Willi[illegible] Television and Radio. New York: Appleton-Century-Crofts [illegible]redith Corporation, 1963.

Stuart, W. H. Television and Radio Announcing. Boston, Mass.: Houghton Mifflin Company, 1971.

#52 ACTING I

I. General Goal

A. Through pantomime and improvisation the student will acquire basic techniques for acting.
B. The student will recognize the importance of the body, the emotions and the imagination in preparing to act.

II. Specific Objectives

A. The student will create pantomimes and improvisations.
B. The student will build a vocabulary for acting.
C. The student will recognize and demonstrate believable action.
D. The student will relate observations from environment to the creation of a character.
E. The student will demonstrate the use of concentration in pantomime and improvisation.
F. The student will participate in excercises in sense recall.
G. The student will compose several imaginative sketches.
H. The student will compose and participate in improvisations which stress emotional responses.
I. The student will identify the basic stage areas.
G. The student will identify and demonstrate the basic body positions.
H. The student will demonstrate basic stage movement.

III. Content

A. Theatre games
B. Developing observation
   1. Awareness of environment
   2. Accuracy
   3. Selectivity
C. Developing concentration
   1. Focus
   2. Sustaining
D. Sense recall
   1. Physical characteristics
   2. Sensitivity
E. Imagination
F. Emotional response
   1. Internal
   2. External
G. Basic stage directions
   1. Stage areas
   2. Body position
   3. Stage Terminology
H. Basic Movements
   1. Walking-sitting-rising
   2. Entrance-leaving
   3. Cross-counter cross-turn
   4. Gestures

I. Resource material
   1. Basic Drama Projects, Chapters 1-9.
   2. The stage and the School, Chapter 8.
   3. Personal Communication: Gestures, Expressions and Body English (slides).

IV. Learning Experiences

   A. The student will participate in a series of theatre games.
   B. The student will compose and present believable pantomimes giving attention to detail.
   C. The student will improvise scenes to demonstrate concentration giving attention to focusing and sustaining.
   D. The student will compose a story plot from a group of unrelated words. He will share these with the class.
   E. The student will describe the emotional and physical characteristics of an assortment of objects.
   F. The student will improvise scenes to demonstrate emotional response.
      1. Recall past emotional experience
      2. Transfer recall to character
      3. Heighten response and action to communicate it to an audience.
      4. Prepare an outline of the sequence of experiences in the improvisation.
         a. Emotion felt
         b. Cause of the emotion
         c. Resulting action
         d. Sequence of experience
   G. The student will identify the basic stage areas.
   H. The student will identify and demonstrate the basic body positions on stage.
   I. The student will demonstrate basic movements: walking, sitting, rising, entering, leaning, crossing, turning, gesturing.

V. Evaluative Criteria

   A. The student will compose and present several pantomimes in which he will demonstrate believable action, attention to detail, emotional projection, command of body movements, unity of scene.
   B. The student will compose a 3-5 minute improvisation which will include:
      1. Emotion felt
      2. Cause of emotion
      3. Result of action
      4. Sequence of experiences
   C. The student will present the above improvisation for an audience. He will communicate the emotional and physical aspects of the scene.
   D. The audience will describe the above improvisation by outlining the composition of the scene as they viewed it.

VI. Bibliography

Ommanney, K. A. The Stage and the School. New York: McGraw-Hill Book Company, Inc., 1960.

Tanner, F. A. Basic Drama Projects. Pocatello, Idaho: Clark Publishing Company, 1966.

Filmstrip: Understanding American Drama.

Slides: Personal Communication: Gestures, Expressions and Body English: Part One and Part Two. White Plains, New York: The Center For Humanities, Inc., 1975.

#53 ACTING II

I. General Goal

A. The student will extend his experience in preparing for a role.
B. The student will recognize the techniques needed for presenting an effective charaterization.

II. Specific Objectives

A. The student will describe why a character moves and he will demonstrate how the character does this.
B. Through believable action the student will communicate a character's desires.
C. The student will handle correctly special movement problems.
D. The student will project from the auditorium stage.
E. The student will adapt projection to his environment.
F. The student will interpret a character's lines.
G. The student will analyze a character.
H. The student will present a character in a scene from a play.
I. The student will add to his vocabulary list new terminology which he encounters.

III. Content

A. Review Basic Stage directions
   1. Stage areas
   2. Body positions
   3. Basic movement on stage
B. Motivation of action
C. Special movement problems
   1. Fighting-shooting-stabbing-dying-slaps
   2. Falling
   3. Carrying bodies
   4. Eating-drinking
   5. Kneeling-bows-curtsy-gesturing
   6. Embracing-kissing
   7. Telephoning
D. Voice projection
E. Dialects
F. Interpreting the character's lines
   1. Content of lines
   2. Form of lines
G. Character analysis
H. Memorizing lines
I. Presenting characters in a scene
J. Resource materials
   1. Basic Drama Projects, Chapter 10-18.
   2. The Stage and the School, Chapters 9, 10.

IV. Learning Experiences

A. The student will demonstrate basic stage directions.
   1. Stage areas

2. Body position
3. Basic movements on stage

B. The student will demonstrate special movement problems on stage.
1. Fighting-shooting-stabbing-dying-slaps
2. Falling
3. Carrying bodies
4. Eating-drinking
5. Kneeling-bows-curtsy-gesturing
6. Embracing and kissing
7. Telephoning

C. The student will do a series of excercises for improving his projection.
1. Controlled breathing
2. Tone quality
3. Variety of pitch
4. Use of inflection
5. Variety in volume
6. Variety in rate
7. Clear articulation

D. The student will demonstrate a sampling of several dialects.

E. The student will interpret lives.
1. Content
   a. Meaning of main and subordinate ideas
   b. Attitudes and emotions
   c. Motivating desires
2. Form
   a. Cues
   b. Interrupted sentences
   c. Topping
   d. Ad-lib
   e. Calling off stage
   f. Stage whisper
   g. Laughing
   h. Crying

F. The student will analyze characters.
1. Family background - educational background
2. Past experiences
3. Internal aspects of characters
4. External aspects of character
5. Relationship to other characters in the play

G. The student will improvise scenes in which he will present definite characters in specific situations.

H. The student will improvise scenes in which he has placed characters from his reading experience - newspapers, literature, history, current scene.

I. The student will select a scene from a play, analyze his role and present the scene.

V. Evaluative Criteria

A. The student will demonstrate each of the special movement problems on stage.

B. The student will present a 2 minute selection which he will project from the stage to be easily heard and understood in all areas of the auditorium.
C. The student will analyse several characters from a play or plays.
D. The student will present a 7-10 minute memorized scene from a play. His characterization will be believable in internal-external portrayal and in motivation.
E. The student will compose an oral or written analysis of the character he plays in the above scene.

VI. Bibliography

Elkind, E. 30 Scenes For Acting For Practice. Glenview, Illinois: Scott, Foresman & Company, 1972.

Ommanney, K. A. The Stage and the School. New York: McGraw-Hill Book Company, Inc., 1960.

Steffensen, J. L., ed. Great Scenes From the World Theater. New York: Avon Bookds, 1967.

Tanner, F. A. Basic Drama Projects. Pocatello, Idaho: Clark Publishing Company, 1966.

Filmstrip: Understanding American Drama.

#49 ORAL INTERPRETATION

I. General Goal

This course will provide background and experience for oral interpretation and presenting selections of poetry, prose and plays through individual performance and through readers' theatre.

II. Specific Objectives

A. The student will utilize voice and body effectively interpretating a selection.
B. The student will analyze the selection.
C. The student will recognize and select appropriate material for oral interpretation.
D. The student will perform effectively as an individual and reader and as part of a readers' theatre.

III. Content

A. Using the voice in reading aloud
B. Diction
C. Using the body
D. Handling the script
E. Choosing a selection
F. Analyzing the selection
G. Adapting the selection and performance to the audience
H. Staging the performance

VI. Learning Experience

A. The student will do specific vocal exercises
   1. Develop projection
   2. Improve diction
B. The student will demonstrate the use of the body in interpreting the selection.
   1. The face
   2. Gestures
   3. Stance
   4. Opening and closing the presentation
C. The student will select appropriate material for reading.
D. The student will cut material
E. The student will analyze selections
   1. Tone
   2. Mood
   3. Meaning
F. The student will plan and present varied stagings for readers' theatre.

V. Evaluative Criteria

A. Given a two minute selection the student will make an appropriate one minute cutting.

B. Given three minutes for an individual oral interpretation performance the student will select his material and present it, demonstrating the principles of effective oral interpretation.

C. Given 10-15 minutes for a readers' theatre presentation the student will participate in its planning and performance demonstrating effective oral interpretation and effective staging.

VI. Bibliography

Coger, L., M. White. Readers Theatre Handbook. Glenview: Scott, Foresman and Company, 1973.

Lee, C., Oral Interpretation. New York: Houghton, Mifflin Company, 1971.

Robinson, K., C. Lee. Speech In Action Glenview, Illinois: Scott, Foresman and Company, 1965.

#54 THEATRE I

I. General Goal

A. The student will be familiar with the fundamentals of technical theatre.
B. The student will experience in stage make-up, costuming a play, basic lighting, set design.

II. Specific Objectives

A. The student will correctly use basic stage terminology.
B. The student will identify and demonstrate basic straight makeup.
C. The student will identify and demonstrate character makeup.
D. The student will plan the costuming for a play.
E. The student will describe the responsibilities of each of the production staff.
F. The student will prepare and interpret floor plans.
G. The student will identify basic stage lights.
H. The student will describe the use of color in lighting the set.
I. The student will describe how basic sound effects may be produced and used.

III. Content

A. Makeup
   1. Kinds of makeup
      a. Straight
      b. character
   2. Materials used
   3. Application
   4. Makeup chart
B. Costume
   1. Appropriate costuming for the character in a particular setting and period.
   2. Color and relationship to character and mood of scene.
   3. Details in decoration.
   4. Costume chart.
C. The Production staff
   1. The Producer
   2. The Director
   3. Others
D. Staging the play
   1. Levels
   2. Balancing the stage picture
   3. Prompt book and symbols for direction
E. Set Design
   1. Floor plan
   2. Use of balance and color
   3. Flats
   4. Open stage
   5. Proscenium stage

F. Lighting the stage
   1. Types of lights
      a. Fresnel
      b. Ellipoidal
      c. Floodlights
      d. Border lights
      e. Footlights
   2. Color
      a. Warm colors
      b. Cool Colors
   3. Lighting areas on stage
   4. Psychology of lighting

G. Sound effects

H. Resource materials
   1. Basic Drama Projects, Chapter 21-26
   2. The Stage and the School, Chapter 11, 12, 13

IV. Learning Experiences

A. The student will identify materials to be used in makeup.
B. The student will demonstrate basic stage makeup by using other students.
C. The student will discuss the makeup chart and do a sample makeup chart.
D. The student will draw in the proper lines, brows, shadows on a face outline.
E. The student will describe straight makeup and character makeup.
F. The student will chart the costuming of a scene or play.
G. The student will discuss what needs to be considered in dressing the character.
H. The student will draw in the costume on an outline.
I. The student will discuss the duties of the director.
J. The student will prepare a sample of a prompt book in which he will use correct symbols for direction.
K. The student will discuss set design and prepare floor plans.
L. The student will discuss and describe the technical use of lighting and color.
M. The student will discuss the composition of the production staff and the duties of each.

V. Evaluative Criteria

A. The student will prepare a makeup chart for a cast or for several characters in a play.
B. The student will prepare a sampling of a prompt book.
C. The student will prepare a floor plan for a scene or a play.
D. The student will identify basic stage lights, colors and lighting areas.
E. The student will identify basic terminology in makeup, costume, direction and lighting.
F. The student will chart the production staff and the duties of each.
G. The student will prepare and present a special project based on some technical area of his choice.

VI. Bibliography

Ommanney, K. A. The Stage and the School. New York; McGraw-Hill Book Company, 1960.

Tanner, F. A. Basic Drama Projects. Pocatello, Idaho: Clark Publishing Company, 1966.

McCandless, L. A Syllabus of Lighting. 1964.

#55 THEATRE II

I. General Goal

A. The student will completely organize and present a short production.
B. The student will gain a concept of the tasks involved in presenting a complete production.

II. Specific Objectives

A. The student will name the production staff and the duties of each.
B. The student will have a concept of prehearsal organization.
C. Given a scene for rehearsal, the student will make the necessary preparations for it.
D. Given a scene to set and to light, the student will compose plans for it.
E. Given a scene, the student will prepare charts for makeup and costuming the characters.
F. The student will recognize and demonstrate levels and the three kinds of balance which may be used.
G. The student will plan for and carry out the duties of the House Manager.
H. Given a scene or a short play, the student will participate in producing it for an audience.

III. Content

A. The Production Staff and Duties of Each
B. Pre-rehearsal
   1. Selecting the play
   2. Planning
   3. Prompt book
   4. Casting
C. Rehearsal Schedule
   1. Blocking
   2. Working rehearsal
   3. Technical rehearsal
   4. Dress rehearsal
D. Setting and Lighting the Play
E. Costuming and makeup of the characters
F. Utilizing the acting area
   1. Levels
   2. Balance
      a. Symmetrical
      b. Asymmetrical
      c. Aesthetic
G. Managing the house
   1. Tickets
   2. Advertising
H. Resource materials
   1. Basic Drama Projects, Chapters 24-27
   2. The Stage and the School, Chapter 11, 12, 13

IV. Learning Experiences

A. The student will list the production staff and duties.
B. The student will prepare a rehearsal schedule.
C. The student will select plays for production.
D. The student will discuss the prompt book and do one in which he will include blocking, lighting cues and sound cues.
E. The student will prepare floor plans.
F. The student will prepare costume and makup charts.
G. The student will work out and demonstrate the forms of balance.
   1. Symmetrical
   2. Asymmetrical
   3. Aesthetic
H. The student will demonstrate the use of levels for presenting a scene.
I. The student will describe the tasks of the House Manager and the Business Manager and will be given some task in this area to do.
J. The student will present a short production.

V. Evaluative Criteria

A. The student will list the production staff and briefly describe the duties of each.
B. The student will correctly identify and use basic stage terminology.
C. For the production in which he is participating the student will compile the following:
   1. Prompt book with blocking, lighting and sound cues.
   2. Costume charts
   3. Makeup charts
   4. Program
D. The student will prepare a tentative budget for a production
E. The student will participate in a complete short production in which he will demonstrate skill in preparing and presenting a production.

VI. Bibliography

Ommanney, K. A. The Stage and the School. New York: McGraw-Hill Book Company, 1960.

Ratliffe, L., K. G. Hance. Dramatic Arts in the Secondary School. Skokie, Illinois: National Textbook Corporation, 1968.

Tanner, F. A. Basic Drama Projects. Pocatello, Idaho: Clark Publishing Company, 1966.

Kahan, S. An Actor's Workbook. New York: Harcourt, Brace, Jovanovich, Inc., 1967.

Elkind, E. 32 Scenes For Acting For Practice. Glenview, Illinois. Scott, Foresman & Co., 1972.

#36 COMPOSITION I

I. General Goals

A. The students will plan and develop well-organized single paragraphs and multi-paragraph compositions.
B. The students will determine the methods of developing expository writing.
C. The students will determine the methods of developing descriptive and narrative writing.

II. Specific Objectives

A. The student will recognize the role of the reader, the writer and the importance of the material.
B. The student will compose a piece of writing from a verbalized idea.
C. The student will construct an effective outline for his writing.
D. The student will identify the expository pattern.
E. The student will develop an idea in logical sequence going from the general to the specific or from the specific to the general in an expository pattern.
F. The student will utilize descriptive and narrative techniques in writing.
G. The student will demonstrate skills in the mechanics of writing.

III. Content

A. Literature of the course
   1. Basic Text - Warriner's Complete English Grammar and Composition
   2. Resource material
      a. Developing Ideas
      b. Approaches to Writing
      c. "Composition Lessons"-Carnegie-Mellon Insight Series
      d. Suggested Activities in English Composition - Pennsylvania Dept. of Public Instruction
      e. A Student's Guide to Better Composition

B. Points of Emphasis
   1. Expository pattern
      a. Topic sentence
      b. Supporting detail
      c. Methods of development
         (1) Specific details
         (2) Examples
         (3) Incidents
         (4) Reasons
         (5) Cause and effect
         (6) Comparison and contrast
      d. Unity, coherence, and emphasis
      e. Methods for improving the writing
         (1) Concrete word choices and imagery
         (2) Effectively constructed sentences for clarity
         (3) Variety in sentence arrangement

(4) Transitional devices within and between paragraphs
(5) Variety in paragraph structure
(6) Correct mechanics

f. The conclusion of the composition
(1) Summarize what has been said
(2) Use climactic conclusion
(3) Present possiblities and leave conclusion to reader

g. Personal expository writing

2. Descriptive writing
a. Methods for developing
(1) Sensory impressions
(2) Comparison and contrast
(3) Description of action (mental picture of movement)
(4) Specific details
(5) Order
(a) Chronological-time
(b) Spatial
(c) Relationships
(d) Climactic

3. Narrative writing
a. Character study
b. Human experience

IV. Learning Experiences

A. The student will identify the distinctive characteristics of the expository pattern.
B. The student will compose topic sentences.
C. The student will participate in the oral generating of ideas for suggested topic sentences and specific writing assignments. (autobiograph for college application)
D. The student will identify the organization in a paragraph and a multi-paragraph theme.
E. The student will plan and write outline for compositions.
F. The student will identify the various methods for developing compositions.
G. The student will participate in class discussion of and practice in the use of correct word choices, concrete imagery, variety of sentence arrangements, transitional devices, and proper mechanics for writing.
H. The student will participate in class discussion of good conclusions for compositions.
I. The student will compose several types of compositions both in class and as outside assignments.
J. The student will participate in group analysis of student-written compositions.
K. The student will write a 300-500 word personal autobiographical sketch and a 350-500 word essay on his reason for choosing a particular college.

V. Evaluative Criteria

A. The student will plan and write several well-developed and properly organized paragraphs.

B. The student will demonstrate the ability to communicate effectively with his reader by writing the following:
   1. A 350-500 word autobiographical sketch suitable for a college application.
   2. A 350-500 word theme on why he chose a particular college.

VI. Bibliography

O'Dea, Bergman and Lumsden. Developing Ideas. Chicago, Ill.: Science Research Associates (I.B.M.), 1966.

Reeves and Englin, Approaches to Writing. Science Research Associates, (.B.M.), 1969.

Steinberg and Cottrell. Insight, Teacher's Manual. New York: Noble and Noble.

A Student's Guide to Better Composition. New York: Scott Foresman Company, 1967.

Suggested Activities in English Composition. Harrisburg, Pennsylvania: Department of Public Instruction.

Warriner, John E. English Grammar and Composition. New York: Harcourt, Brace and Company, 1957.

#37 COMPOSITION II

I. General Goal

A. The student will organize related groups of thoughts.
B. The student will present these thoughts in various multi-paragraph compositions that can be clearly understood.
C. Through writing critical essays about literature, the student will improve his skills in analization and presentation of ideas from literature.

II. Specific Goals

A. The student will be able to develop unified expository patterns in multi-paragraph papers.
B. The student will be able to identify the standard organizational structure of the multi-paragraph essay.
C. The student will be able to outline and compose four types of expository essays.
   1. Supporting a given thesis statement
   2. Writing an opinion paper
   3. Writing a paper to convince or persuade
   4. Writing a climactic order paper
D. The student will be able to write perceptive critical papers on themes, tone and character from literature.
E. The student will be able to demonstrate skills in the mechanics of writing.

III. Content

A. Materials for the course
   1. Basic text: Explaining
   2. Resource materials:
      a. Writing Themes About Literature
      b. Organizing
      c. Warriner's English Grammar and Composition
      d. Points of View
B. Points of Emphasis
   1. Reviewing expository writing
      a. Relationship of thought groups
      b. Three division organizational pattern
      c. Methods of development
   2. Supporting a given thesis sentence
      a. gathering material
      b. making a worksheet
      c. consulting a handbook
   3. Developing an opinion paper
      a. defining terms
      b. gathering information
      c. writing a thesis sentence
         (1) examining an implied thesis
         (2) expanding the thesis statement

4. Building to a conclusion
   a. climactic order
   b. time sequences
5. Working on persuasive devices
   a. weighting of paragraphs
   b. phrasing and choosing effective words
   c. writing subtle transitions
6. Criticizing prose and poetry
   a. identifying and describing tone in literature
   b. discovering and describing themes in literature

IV. Learning Experiences

A. The student will review the basic paragraph skills developed in Composition I.
B. The student will read and discuss the professional and student models within the text.
C. The student will participate in pre-writing, post-writing experiences within the classroom.
D. The student will compose themes as outside assignments.
E. The student will write constructive criticism based on intelligent reaction and informal perception.
F. The student will utilize, hwere appropriate, both inductive and deductive reasoning.
G. The student will correct errors or re-write graded compositions.
H. The student will participate in group analysis student-written compositions.

V. Evaluative Criteria

A. The student will write four multi-paragraph expository essays.
B. The student will write two multi-paragraph critical themes based on literature.
C. The student will participate in class discussion of writing lessons and in small-group activities.

VI. Bibliography

Larson, Arlene R. Explaining. Lexington, Massachusetts: Ginn and Company, 1975.

Levine, Isidore. Analyzing. Lexington, Massachusetts: Ginn and Company, 1975.

Nolte, Florence. Organizing. Lexington, Massachusetts: Ginn and Company, 1975.

Roberts, Edgar B. Writing Themes About Literature. Englewood Cliffs: Prentice-Hall, Inc., 1964.

Steward, Joyce S. Success in Writing. Reading, Massachusetts: Addison-Wesley, 1970.

Warriner, John E. English Grammar and Composition (complete course). New York: Harcourt, Brace, Jovanovich, Inc., 1957.

#40 CREATIVE WRITING

I. General Goals

A. The student will become more sensitive to his surroundings and more able to evaluate his experiences.
B. He will learn to explore his own individualistic ideas and observations more effectively in various literary genres.
C. The student will concern himself more with exploring the field of creative writing than with producing a final polished product.

II. Specific Objectives

A. The student will demonstrate a fresh awareness of the physical sensations of his world by being able to enumerate the sights, sounds, tastes, smells and textures of his environment.
B. The student will become aware of his emotional responses by learning to cite and describe exact reactions which he observes in himself.
C. The student will be able to translate his sensations and emotions into the words of imaginative language.
D. The student will be able to cite examples of imagery, symbolism, metaphor, personification and alliteration found in selected literary works.
E. The student will demonstrate his understanding of these literary techniques by composing pieces to illustrate each technique.
F. After reading models of and suggestions for writing poetry, essays, and short stories, the student will demonstrate his understanding of each genre by composing original examples of each.
G. The student will learn the necessity of discipline in writing by completing specific assignments each week.

III. Content

A. Developing powers of perception (Writer's Journal: Explorations-Unit 5)
   1. Sensitivity
   2. Focus
   3. Empathy
   4. Experience
B. Observation (Writer's Journal: Explorations-Unit 2)
   1. Things worth seeing
   2. The angle of vision
   3. Seeing the familiar
   4. Seeing for yourself
C. Imagination (Writer's Journal: Exploration-Unit 3)
D. Beginning a journal
E. Writing short poems (Writing Incredibly Short Plays, Poems, and Stories - Part II)
   1. A language of your own
   2. Imagery
   3. Rhythms

4. Tone and mood
5. The shape of things
6. The finished product

F. Writing short stories (Writing Incredibly Short Plays, Poems, and Stories - Part III).
1. Loosening up
2. Character sketch
3. Narrative
4. Conflicts and climaxes
5. Point of view, tone, mood
6. Putting it all together

III. Learning Experiences

A. The student will write sensory descriptions based on close observations made in classroom exercises and at assigned locations in school and at home.
B. Through role-playing and improvisation, the student will become aware of his emotional responses and will demonstrate that awareness by enumerating his exact feelings and reactions.
C. The student will further sharpen his awareness of emotional response and observation of detail by observing unexpected, teacher-planned classroom "incidents". He will display his awareness by writing short sketches describing the incidents.
D. The student will read selected writings from which he will cite examples of imagery, symbolism, metaphor, personification and alliteration.
E. The student will compose original examples using those techniques of metaphoric language.
F. The student will study the basic techniques of writing poems, essays, and short stories and will read and discuss models of each of these genres of imaginative writing.
G. After a study of each genre, the student will compose a poem, an essay and a short story.
H. The student will keep a journal in which he will write some observations, descriptions, plot plan or narrative sketch each day.

V. Evaluative Criteria

A. The student will compose descriptive paragraph in which he will demonstrate his awareness of the sights, sounds, tastes, smells and textures of his physical environment.
B. The student will display his awareness of his emotional response by writing selections in which he will cite exact descriptions and reactions which he observes in himself.
C. The student will select fresh and appropriate words and expressions to translate his observations and feelings into effective imaginative writing.
D. The student will cite examples of effective imagery, symbolism, metaphor, personification and alliteration found in selected literary works.
E. The student will compose at least one original poem, short story and personal essay.

F. The student will demonstrate his acceptance of the necessity for discipline in creative writing by keeping a daily journal.

VI. Bibliography

Flood, Richard, Frank Welch. Journal - 1. Harcourt, Brace and Jovanovich, Inc., 1971.

Carter, Lawson, Robert Hayden, Judson Philips. How I Write - I. Harcourt, Brace, Jovanovich, 1971.

Emanual, James, Kantor MacKinlay, Lawrence Osgood. How I Write - II. Harcourt, Brace, Jovanovich, 1971.

McBee, Dalton H. Writer's Journal - Explorations. Harcourt, Brace, Jovanovich, 1972.

_____ Writer's Journal: Experiments. Harcourt, Brace, Jovanovich, Inc., 1972.

Norton, James, Francis Gritton. Writing Incredibly Short Plays, Poems, Stories. Harcourt, Brace, Jovanovich, Inc., 1972.

Typog. Scott, Foresman and Company.

Warriner, John E. English Grammar and Composition. Harcourt, Brace, Jovanovich, 1958.

#35 REMEDIAL WRITING

I. General Goals

A. The student will plan and compose a well-organized paragraph.
B. The student will review the fundamental skills of writing.
C. The course will stress review of the topic sentence, sentence structure and correct grammar.

II. Specific Objectives

A. The student will identify fundamental skills of writing.
B. The student will demonstrate the ability to compose effective sentences.
C. The student will recognize how to define or describe objects and/or abstract qualities in general and in specific terms.
D. The student will identify the expository pattern.
E. The student will develop the ability to state his central idea in the topic sentence.
F. The student will recognize methods of developing the central idea of a paragraph.
G. The student will identify the techniques of order in composition.
H. The student will identify techniques for improving his writing.
I. The student will use descriptive and narrative techniques in his writing.
J. The student will recognize proper mechanics in his writing.
K. The student will construct an effective outline for his writing.

III. Content

A. Materials for the course
   1. Basic Text - Composition in Action I - SRA
   2. Resource materials
      a. Suggested Activities in English Composition
      b. Writing unit - "Lessons in Composition" - Ginn
      c. Writing Through Pictures - Visu-book of transparencies
      d. Come to Your Senses - Filmstrip kit
      e. A Students' Guide to Better Compositions
B. Points of Emphasis
   1. Fundamental Writing Skills
      a. Sentence parts
      b. Sentence types
      c. Sentence patterns
      d. Syntax
      e. Mechanics
   2. Effective sentence structure
      a. Phrases
      b. Clauses
      c. Appositives
      d. Concise verbs
      e. Pronoun reference
      f. Agreement

g. Parallelism
h. Dangling or misplaced modifiers
i. Wordiness and ommissions

3. Vocabulary
   a. Levels of usage
   b. Concrete versus abstract words
   c. Denotation, connotation
   d. Cliches
4. Expository pattern
   a. Topic sentence
   b. Methods of development
      (1) Specific details
      (2) Examples
      (3) Incidents
      (4) Reasons
      (5) Cause and effect
      (6) Comparison and contrast
   c. Order
   d. Transition
   e. Unity
   f. Emphasis
   g. Conclusion
5. Descriptive writing
   a. Methods of development
      (1) Sensory impressions
      (2) Comparison-contrast
      (3) Specific details
      (4) Order
         (a) Chronological - temporal
         (b) Spatial
         (c) Relationships
         (d) Climactic
         (e) Emphasis
   b. Unity
   c. Point of view
   d. Transition
   e. Conclusion
6. Narrative writing
   a. Sequence of events
   b. Importance of order

IV. Learning Experiences

A. The student will classify sentence parts, types of sentences, and sentence patterns.
B. The student will participate in analyzing sentences that contain different types of phrases, clauses, problems of agreement, faulty pronoun references and dangling or misplaced modifiers in order to determine what makes a sentence effective.
C. The student will experience the presentation of a writing concept in a number of ways such as acronyms, pictures, film strips, transparencies and examples.

D. The student will develop skeletal examples of concepts presented.
E. The student will plan and write outlines for compositions.
F. The student will compose sentences and paragraphs utilizing the concepts presented.
G. The student will read his writing in class for comparison, discussion and student evaluation.
H. The student will keep a cumulative record of his writing in an individual folder.

V. Evaluative Criteria

A. The student will keep a notebook of examples of concepts presented in class plus other aids to better writing which he has gathered during the course such as a vocabulary of vivid verbs.
B. The student will write sentences and paragraphs illustrating concepts studied. These will be evaluated for specifically focused skills in each assignment.
C. The student will proof-read fellow student's writings.

VI. Bibliography

Brown, Don P. Writing: Unit Lessons in Composition. New York: Ginn and Company, 1964.

Leavitt, Hart D. Writing Through Pictures. Massachusetts: Technifax, Education Division, 1969.

Reeves, Ruth E. and Shirley W. Wiley. Composition in Action. Chicago, Ill.: Science Research Associates, Inc.

Sohn, David, ed. Come to Your Senses. Ontario: Scholastic Book Services, 1971.

A Students' Guide to Better Composition. Glenville, Illinois: Scott, Foresman and Company, 1967.

Suggested Activities in English Composition. Harrisburg: Commonwealth of Pennsylvania, Department of Public Instruction, 1967.

#38 TECHNIQUES FOR WRITING THE RESEARCH PAPER

I. General Goal

The student will be able to research and organize material from many sources, unify the material into a cohesive paper, compile and write a bibliography and write clear, correct footnotes.

II. Specific Objectives

A. The student will pursue an in-depth investigation of a subject of his choice.
B. He will unify and organize his material around a limited thesis statement.
C. The student will follow the rules of his assigned style sheet pursuant to the mechanics of constructing a research paper.
D. The student will compose a 1500-2000 word research paper.

III. Content

A. Selecting and limiting the subject.
B. Preparing a working bibliography
   1. Card catalogue
   2. Reader's Guide to periodical literature
   3. Bibliography cards
C. Preparing a preliminary outline
D. Reading and taking notes
   1. The slug
   2. Bibliographical references
   3. The note
   4. Page reference
E. Writing the final outline
   1. Assemblying and organizing notes
   2. Parallelism in outline form
F. Writing the first draft
G. Writing the final draft
   1. Footnotes
   2. Bibliography
H. Resource material
   1. English Grammar and Composition
   2. Chapters 14, 18, 24, 25, 29 and 32

IV. Learning Experiences

A. Having chosen his subject for research, the student will prepare a working bibliography comprised of at least five books and three periodicals.
B. Following his preliminary reading, the student will formulate a limiting question on which his paper will be based.
C. The carefully worded answer to this question will serve as the thesis statement for his paper.
D. The student will prepare a preliminary outline as a guide for reading and taking notes.

E. The student will read material from his preliminary bibliography; he will take notes in the manner described in his style sheet.
F. The student will prepare a final parallel outline.
G. He will write a first draft of his paper.
H. The student will revise his corrected first draft and write a final draft of his paper.

V. Evaluative Criteria

A. The student will follow the exact rules of his style sheet in preparing:
   1. The working bibliography
   2. The footnotes
   3. The parallel outline
   4. The final bibliography
B. The student will follow all the rules of good composition in preparing and writing the first draft of his research paper.
C. He will correct all mistakes and carefully revise his first draft before rewriting the final draft of his research paper.

VI. Bibliography

How to Use the Readers' Guide to Periodic Literature and Other Indexes. New York: The H. W. Wilson Company.

Warriner, John E. English Grammar and Composition. New York: Harcourt, Brace, Jovanovich, Inc.

#56 VOCABULARY, GRAMMAR, AND TESTING SKILLS

I. General Goal

The student will enlarge his vocabulary and improve his ability to use the English language correctly.

II. Specific Goals

A. The student will improve his vocabulary through the study of related word lists.

B. The student will develop a competence in using his language.

C. The student will develop skills in taking a variety of evaluative tests.

III. Content

A. Materials of the course

1. Vocabulary tests.
   a. Enriching Your Vocabulary - Orgel
   b. Vocabulary for College II - Diederick & Carlton
   c. Vocabulary for the College Bound Student - Levine
   d. New Building Word Power - Orgel

2. Grammar Texts
   a. Practice for Using Good English - Kusler
   b. Plain English (plus handbook) - Walsh & Walsh
   c. Essentials in English - Smith & McAnulty

3. Testing materials (teacher resources)
   a. How to Prepare for College Board Achievement Tests - English - Shostak
   b. Verbal Aptitude Workbook for College Entrance Examinations - Weiner

B. Points of Emphasis

1. Meaning and relationship of words
   a. By root
   b. By language derivation
   c. By synonyms and antonyms

2. Relationship of theory to usage in the English language.

3. Development of shills in testing procedures.

IV. Learning Experiences

A. The student will study the word lists.

B. The student will recognize the relationships within each list.

C. The student will practice the exercises in the language work book.

D. The student will verify the accuracy of his work by consulting the handbook.
E. The student will take a variety of practice college entrance and achievement tests in order that he may:
   1. become acquainted with the mechanics of the tests.
   2. learn to follow directions accurately.
   3. learn how to work under the pressure of times tests.

V. Evaluative Criteria

A. The student will demonstrate his increased vocabulary through testing.
B. Through testing the student will indicate an efficiency in his use of the written language.
C. Through a series of pre-tests and post-tests, the student will demonstrate his increased efficiency in vocabulary, usage and testing skills.

VI. Bibliography

Diedrick and Carlton. Vocabulary For College. New York: Harcourt, Brace and World, 1964.

Diedrick and Carlton. Tests for Vocabulary For College. New York: Harcourt, Brace and World, 1964.

Kusler and Roughton. Practice for Using Good English. New York: Laidlaw Brothers, 1963.

Levine. Vocabulary for the College Bound. New York: Amsco School Publications, Inc., 1964.

Orgel. English in Review. New York: Oxford Book Company, 1957.

Orgel. Enriching Your Vocabulary. New York: Oxford Book Company, 1963.

Orgel. New Building Word Power. New York: Oxford Book Company, 1970.

Shostak. How to Prepare for College Board Achievement Tests - English. New York: Barron's Educational Series, Inc.

Smith and McAnulty. Essentials in English, Cincinnati, Ohio: McCormick - Mathers Publishing Company, Inc., 1958.

Walsh and Walsh. Plain English. Cincinnati, Ohio: McCormick-Mathers Publishing Company, Inc., 1967.

Weiner. Verbal Aptitude Workbook for College Entrance Examinations. New York: Barron's Educational Series, Inc.

#34 WRITING FOR LIFE

I. General Goal

The student will acquire a skill in writing the required communication for day to day living through discussion of the methods and the practice of writing various types of business letters, the resume, the social note as well as outlining procedure.

II. Specific Objectives

A. The student will be able to outline properly.
B. The student will be able to write various types of business letters.
C. The students will be able to write various types of social notes.
D. The students will be able to write a resume.

III. Content

A. Discussion
   1. Methods of outlining
   2. Methods of writing business letters
   3. Methods of writing social notes
   4. Methods of writing the resume
B. Writing
   1. An outline
   2. Business letters
   3. Social notes
   4. The resume
C. Resource Materials
   1. Warriners Grammar and Composition 10, Revised edition, (basic text - Chapter 17, 20,21,22,23,24)
   2. References
      a. Style Manual revised edition, January 1967, United States Government Printing Office, Style Board.
      b. American English Today, Chapter 7-R3
      c. Guide to Modern English, Chapter 10-11

IV. Learning Experience

A. The student will discuss
   1. Outlining
   2. Business letters
   3. Social notes
   4. Resume

V. Evaluative Criteria

A. Participation in class discussion
B. Writing of the following
   1. The outline
   2. Various types of business letters

3. Social notes
4. The resume

C. Weekly tests covering basic material.

VI. Bibliography

Gerber, John C. Guide to Modern English. Chicago, Illinios: Scott, Foresman and Company, 1960.

Guth, Hans P. American English Today. New York: Webster Division, McGraw Hill Company, 1970.

United States Government Style Manual, Washington D. C., U. S. Government Printing Office, 1967.

Warriner, John E. English Grammar and Composition. Harcourt, Brace and World, Inc.,1965.